



TEXAS TECH UNIVERSITY

Classical & Modern Languages & Literatures

Course Syllabus RUSN 2304 Section 001 Russian Culture Spring 2022

Basic Information

1. **Instructor:** Anthony Qualin **Office:** FL 224
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Office Hours: Monday 1-1:50, Tuesday 10-10:50, Friday 1-1:50, or by appointment.

Office hours will consist of Zoom meetings that will be available to all. I encourage students to “drop in” and ask questions about the material we are covering in the course. Students are also encouraged to take advantage of office hours to work together. I will create breakout rooms for students who wish to work with other students during office hours.

2. Course Description

TTU Catalog Description:

This course is a survey of over a thousand years of Russian culture. We will look at important historical, political, and cultural (i.e., literature, music, and art) events and trends that have been instrumental in forming Russian culture. Taught in English.

Additional Description:

This course covers a little more than a thousand years of Russian history and culture. As it would be impossible to cover every cultural event, figure, or movement in great detail, the aim of this course is to acquaint the student with major cultural trends and the writers, artists, composers, and historical figures, who have contributed to their formation. The course’s Internet component provides students with a starting point for detailed independent exploration of topics that interest them.

One of the main objectives of this course is to help students understand the complexity of the very concept of culture. We discuss many aspects of culture--history, religion, art, literature, music, customs, and daily life--always keeping in mind that culture is not a monolithic concept, but the result of give and take among various subcultures, classes, ethnic groups, etc. We will constantly compare Russia, as a multiethnic state, with America and other cultures with our students are familiar. Through their examination of various aspects of Russian culture in this course, students will gain a mastery of several transferable skills. They should be able to demonstrate the ability to assess critically claims about social and cultural issues, universal patterns of human behavior, and diversity in human experiences. Students will gain the skills to think and write critically about the fundamental questions of human identity from a globally multicultural perspective.

Multicultural Graduation Requirement Statement

This course satisfies the Texas Tech University multicultural graduation requirement

Multicultural Graduation Requirement Objective Statement

Students graduating from TTU should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

Core Curriculum Statement:

This course satisfies the Texas Tech University core curriculum requirement in Language, Philosophy, and Culture.”

Core Curriculum Objective Statement:

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture reflect and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

3. Expected Learning Outcomes & Their Assessments

Most outcomes will be evaluated using the VALUE rubrics produced by the American Association of Colleges and Universities (AACU). These rubrics can be downloaded at <http://www.aacu.org/value/rubrics>. The rubrics measure outcomes on a scale of 0-4 where 1 is the benchmark, 2 and 3 are milestones, and 4 is the capstone. All students should achieve the benchmarks for all outcomes and most of them will reach the milestones or the capstones. On average students will achieve at least a 2.5 on the scale for each rubric. The descriptions of the rubrics below are paraphrases or direct borrowings from Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

Texas Higher Education Coordinating Board Learning (THECB) Objectives

Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Assessment: Students' written work will be evaluated using the AACU's VALUE rubric for critical thinking. This rubric measures students' ability to do the following.

1. Explain issues
2. Analyze data and arguments collected and made by others
3. Understand and appreciate the context of an argument, whether it is another's or their own
4. Express clearly their position on an issue, while revealing an understanding of its complexities
5. Draw convincing conclusions tied to a range of information, including opposing viewpoints
6. Anticipate and describe the consequences and implications of their argument

Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Assessment: Students' written work will be evaluated using the AACU's VALUE rubric for written communication. This rubric measures the students' ability to do the following:

1. Recognize the context and purpose of the written assignment
2. Develop content in an appropriate, relevant, and compelling manner
3. Follow the appropriate conventions for the genre and discipline of the assignment
4. Cite credible and relevant sources
5. Exhibit proficiency in using proper syntax and language mechanics

Students' oral assignments will be evaluated using the AACU's VALUE rubric for oral communication. This rubric measures the students' organization, language, and delivery, as well as the quality and appropriateness of the supporting materials. It also measures the extent to which the central message of the presentation is clear and compelling.

Students' visual communication will be evaluated according to its relevance and their ability to cite sources correctly and accurately.

Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

Assessment: Students' written work will be evaluated using the AACU's VALUE rubric for ethical reasoning. This rubric measures the students' ethical self-awareness, understanding of different ethical concepts and perspectives, and recognition of ethical issues. It also takes into account their ability to evaluate and apply various ethical concepts and perspectives.

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Assessment: Students' written work and group project will be evaluated using the AACU's VALUE rubrics for civic engagement and for intercultural knowledge and competence.

The rubric for civic engagement measures the following:

1. Recognition of and appreciation for the diversity of communities and cultures
2. Ability to analyze knowledge and extend field specific knowledge to civic engagement
3. Civic identity and commitment
4. Ability to communicate in a civic context
5. Potential for civic action as reflected in teamwork and leadership skills
6. The ability to work within community context and structures

The rubric for intercultural knowledge and competence measures the following:

1. Cultural self-awareness
2. Knowledge of cultural worldview frameworks
3. Empathy
4. Verbal and nonverbal communication
5. Curiosity
6. Openness

TTU Student Learning Objective

Outcome 1: Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.

Assessment 1: Students written and oral assignments will be evaluated using a humanities rubric developed by the University of Tennessee, Chattanooga (<http://www.utc.edu/Administration/GeneralEducation/Assessment/HFARubric.pdf>). This rubric evaluates the following:

- a. Knowledge of significant developments and achievements in the humanities, particularly in Russian culture.
- b. Knowledge of the historical context of significant developments and achievements in the humanities.
- c. Knowledge of the relationship between creative expression and human experience and its evolution over time.
- d. Knowledge of value and belief systems and their ramifications for humanistic inquiry and expression.
- e. Knowledge of disciplinary methods in the humanities.

This rubric employs a five point scale and the desired outcome for this class is that the students average 3.5 or higher in all areas.

Outcome 2: Develop analytical arguments in written and/or oral forms.

Assessment 2: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's learning objective outcome 2 above.

Outcome 3: Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.

Assessment 3: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's learning objective outcome 4 above.

Outcome 4: Demonstrate ways in which the humanities are fundamental to the health and survival of any society.

Assessment 4: The final exam will include an essay that asks students to discuss the importance of the humanities to Russian society and to compare the role of the humanities in Russian society to the role of the humanities in their own society. This essay will be evaluated on a four point scale with the desired average level of performance equal to 2.5.

College-Level Competency Objective

Outcome: Students graduating from Texas Tech University should be able to think critically and to evaluate possible multiple interpretations, cultural contexts, and values.

Assessment: This outcome will be assessed using the AACU's VALUE rubrics for critical thinking (described under THECB assessment 1 above) and intercultural knowledge and competence (described under THECB assessment 4 above).

Multicultural Requirement Outcomes:

Outcome: Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g. service-learning, co-curricular and similar experiences).

Assessment: Each reflection paper, as well as all pertinent exam essays, will be evaluated using the AACU's VALUE rubric for intercultural knowledge and competence (described under THECB

assessment 4 above).

Outcome: Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.

Assessment: The instructor will monitor the students' discussions in the course wiki. The instructor will also enlist the help of English speaking Russians, who will participate in some of the discussions. Each participant in each group will submit a self-evaluation and peer evaluations appraising one another's ability to engage constructively within the group. The groups will be different for every reflection paper, ensuring maximum exposure to the classroom's own diversity.

Outcome: Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.

Assessment: The final three reflection papers are designed to evaluate the students' ability to appraise and explain privilege relationships in the Russia and the US.

4. Prerequisites: None.

5. Class Meeting Time(s) & Location(s):

M W F 11:00- 11:50, Media & Communication 269 and online.

6. Text(s) & Other Materials/Supplies

Required Materials: All of the necessary materials are available on Blackboard and the course web site: <http://myweb.ttu.edu/aqualin/2304> Materials that require a user name and password have the user name hstam443 and the password riurik. Reading materials can be found on the course's Blackboard site.

Course Requirements & Policies

7. Course Requirements

General: Because much of the material upon which you will be tested in the exams is contained in the lectures, regular attendance is extremely important. Please attend every class and participate in the discussions. The readings from the Internet sources are also essential and should be read in a timely manner to assure a better understanding of the lectures and more meaningful participation in the discussions.

Reading assignments: The students are expected to have finished each reading assignment before the date scheduled for the discussion of each work.

Midterm Exams: There will be two midterms. These examinations will consist of multiple-choice questions, short answer questions, essays, and the identification of paintings, excerpts from the course readings, and architectural monuments.

Final Exam: The format of the final is identical to that of the midterms. The exam is cumulative but roughly 75% of the questions will pertain to materials covered after the second midterm.

Reflection Papers: For each reflection paper, students will be divided into groups of five. The students will discuss each topic over the course of the week leading up to the day the response is due. At the end of the week, each student will submit a one page paper which expresses his or her thoughts on the topic.

Extra Credit:

There will be the following extra-credit opportunities: Russian Club films and lectures.

When extra-credit opportunities involve attending a scheduled event, there will always be an announced alternative not tied to a specific time and place.

Each extra credit assignment will add a point to the calculation of the final grade. For example, a course grade of 87 will be increased to 88 with one extra credit assignment, raising the grade from a B to a B+.

8. Grading Policies

The grade for this course will be determined as follows:

Quizzes and short assignments	15%
Reflection papers	15%
Midterm 1	20%
Midterm 2	20%
Engagement, preparation, and participation	5%
Final	25%

The grades are based on a 100 point percentile scale and thus a 0 is considerably worse than most failing grades. The final grade is calculated on the following scale:

A	90-100
B	80-<90
C	70-<80
D	60-<70
F	<60

9. Class Attendance & Preparation

► Regular attendance, prompt arrival, preparation for, and participation in class are expected.

Attendance

See the policy regarding attendance in the Course Requirements section (Section 7) above.

Reasonable excuses for missing class:

Illness:

As stated above, verifiable documentation will be needed for absences due to illness.

Absence Due to Religious Observance:

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence Due to University Approved Trips:

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed. Students absent because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Effects of Absences on Grades:

There is no automatic penalty for missing class. It will, however, be very difficult to do well on the quizzes, the midterms, and the final without regular attendance.

10. Preparation

The Bulletin of Texas Tech states that students are expected to spend approximately two hours in preparation for each hour of lecture.

11. Participation in Class

Regular, active participation in class is vital to success, and is expected of all students.

12. Make-up Policy

Students will be permitted to make up work missed due to excused absences.

13. Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are also expected to respect and uphold the TTU Code of Student Conduct at all times. Help maintain a positive learning environment by arriving on time, turning off cellular phones before arriving in class, and avoiding distracting behaviors. Any student whose behavior disturbs our learning environment Dec. be asked to leave.

For more details, please see the official TTU public information on the Code of Student Conduct, found at <http://www.depts.ttu.edu/studentjudicialprograms/conductcode.php>.

14. Student Use of Personal Technology

The use of a notebook computer or similar electronic or digital device in class is subject to the approval of the instructor. No personal electronic device should be used during quizzes, examinations or other testing or assessment situations without the authorization of the instructor. Authorized devices meant to be adaptive or assistive in nature, and which are incorporated as part of a documented disability or medical condition, are exempt from this policy.

15. Students with Disabilities

Any student who, because of a disability, Dec. require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you Dec. contact the Student Disability Services office in 335 West Hall or 806-742-2405.

16. Academic Honesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

If a student is found to have completed an assignment dishonestly, that student will receive a zero on that assignment and the instructor will report the student to the Office of Student Conduct.

This course during COVID-19

My Russian culture course has interactive elements. In a normal Russian culture classroom, we would spend time working in groups and pairs so that you can share and develop your ideas on Russian culture. However, the preponderance of data shows that the disease is airborne and the current levels of infection in Lubbock are high due to the Omicron variant. We will need to think about how we interact in the classroom as the semester progresses, which means we might need to speak less in class. I will monitor infection rates in the city and respond accordingly.

- I will not ask you if you are vaccinated but you are welcome to share your vaccination status with me. You can send me an email if you wish. Information about your vaccination status could affect the format of some classroom activities. For instance, if I know that you are all vaccinated, I might assign more group work.
- You are also not required to wear a mask, but you might consider wearing one to protect yourself and those around you. If you are unvaccinated you are strongly encouraged wear a mask as a courtesy to your fellow students.
- If you are uncomfortable with any classroom interactions, let me know! You deserve to be in a positive and safe learning environment.
- The default mode for office hours will be on Zoom. If you need to meet face to face I will arrange a meeting in my office if you are willing to wear a mask. If you choose not to wear a mask, we can meet somewhere outside.

Vaccinations

Texas Tech University **strongly recommends** students adhere to CDC guidelines on COVID-19, including obtaining COVID-19 vaccinations and boosters. If you were unable to obtain a vaccination prior to your arrival on campus, the COVID-19 vaccine is available at Student Health Services by appointment. Texas Tech maintains [a page with COVID-19 resources](#). You can find additional information about the vaccine [here](#), and about the recently announced incentive program [here](#).

Face Covering Policy

As of May 19, 2021, face coverings are optional in TTU facilities and classrooms but, based on CDC guidelines, they are recommended and welcome, especially for those who have not been vaccinated for COVID-19 or who may have susceptibilities to the virus. Face coverings are required in public transportation (e.g., Citibus) and in the Student Health Clinic.

Personal Hygiene

We all should continue to practice frequent hand washing, use hand sanitizers after touching high-touch points (e.g., door handles, shared keyboards, etc.), and cover faces when coughing or sneezing.

Potential Changes

The University will continue to monitor CDC, State, and TTU System guidelines in continuing to manage the campus implications of COVID-19. Any changes affecting class policies or delivery modality will be in accordance with those guidelines and announced as soon as possible. If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, you must have access to a computer or other device with a web cam and a microphone and adequate internet capabilities.

Russian Culture Schedule: Spring 2022 (subject to change)

This schedule is to give you an idea of what we will cover and when, as well as of the due dates for the assignments. All assignments will appear on the schedule in Blackboard. The dates given on Blackboard will always supersede the dates you see here.

Jan. 12: Introduction/What is Culture?/What is Russia?

Reflection Paper 1 (Due Jan. 19): What does the word "culture" mean to you? What would you consider to be key elements of American culture or any other culture you are familiar with? How difficult is it to make generalizations about culture? What ideas about Russian culture do you have coming into this course?

Jan. 14: Russia's Geography/Language

Jan. 17: Martin Luther King Day! No classes.

Jan. 19: Russian Orthodoxy. First Reflection Paper Due

Reflection Paper 2: (Due Jan. 26) How does the role of the Russian Orthodox Church in Russia compare to the role of religions in the US? What is the relationship between the ROC and other religious organizations in Russia? What is the relationship between the ROC and secular organizations in Russia?

Jan. 21: Kyivan Russia

Jan. 24: Russian Cities

Jan. 26: Muscovite Russia. Second Reflection Paper Due.

Jan. 28: Icons

Jan. 31: Muscovite Architecture and Culture.

Feb. 2: Time of Troubles/Schism in the Russian Orthodox Church

Feb. 4: Peter the Great

Feb. 7: St. Petersburg/East meets West

Feb. 9: Catherine the Great

Reflection Paper 3: (Due Feb. 16) What does "westernization" mean, when we talk of Peter the First's and Catherine the Second's reforms? What are some of elements of Russian culture that were seen as non-western? How did "westernization" affect the various ethnic and religious minorities in the Russian Empire? Peter's reforms are typically discussed in positive terms. What are some of the negative ramifications of his "westernization" of Russia?

Feb. 11: The Russian "Enlightenment" of the 1700s

Feb. 14: First midterm (In person in the regular classroom)

Feb. 16: Empire and Popular Uprisings

Feb. 18: Alexander I and War with France

Feb. 21: Alexander Sergeevich Pushkin

Feb. 23: Lermontov and Gogol

Feb. 25: Society and Government in the 19th Century

Feb. 28: 19th Century Music

March 2: Objective Realism/Leo Nikolaevich Tolstoy

March 4: 19th Century Art

March 7: Russian Holidays

March 9: Fyodor Dostoevsky

March 11: Anton Chekhov

March 12-20: Spring Break

March 21: More on Russia as an Empire

March 23: Revolution in Russia

Reflection paper 4: (Due April 1) What social, economic, national, and class issues led to the Russian revolutions of the early 20th Century? What was the role of non-Russians in the revolutions? Was revolution inevitable? If so, why? If not, how might it have been avoided?

March 25: Early 20th Century Literature

March 28: Second Midterm (In person in the regular classroom)

March 30: Early Twentieth Century Music and Dance

April 1: Silver Age Art

April 4: Early Twentieth Century Drama and Cinema

Reflection Paper 5: (Due April 11) The early 20th Century saw radical change in the arts, literature, and music. What is your evaluation of these changes? How do you imagine you would have responded to them if you had lived in early 20th Century Russia?

April 6: The Age of Stalin

April 8: From Russian Empire to the Soviet Union

April 11: The Great Patriotic War

Reflection Paper 6: (Due April 20) How do Russian and American views of WWII differ? How do you think WWII shapes Americans' and Russians' current attitudes toward war and the military? Is the role of non-Russians in the war effort adequately recognized by Russian and international historians?

April 13: The Thaw and Stagnation

April 15: Literature and Culture in the Second Half of the Twentieth Century

Reflection Paper 7a: (Due April 29. You should choose to write on 7a or 7b. You do not need to do both papers.) What political, cultural, and ethnic groups appear to have enjoyed advantages over others in the USSR? Did Soviet nationalities policy match Soviet rhetoric about the equality of nations? What were some of the Soviet Union's successes and failures in building ethnic, gender, and class equality? Did the concept of the "new Soviet man" allow any room for the preservation of national cultures? Did the concept of the "new Soviet man" pose a greater threat to some Soviet cultures than others? Was Russian culture privileged over other Soviet cultures? How do Soviet forms of privilege compare to advantages certain political, cultural, or ethnic groups might have enjoyed in the US in the 50s and 60s?

April 18: Day of no classes

April 20: The singer/songwriter phenomenon during the time of stagnation

Reflection Paper 7b: (Due April 29. You should choose to write on 7a or 7b. You do not need to do both papers.) What political, cultural, and ethnic groups appear to enjoy advantages over others in modern Russia? What are some of the opportunities offered by Russia's cultural diversity? What are some of the reasons that some Russians fear diversity? Why might some Russians view tolerance as a negative trait? How might Russia benefit from greater tolerance? What role does the Soviet past have in shaping current Russian attitudes toward race, gender, religion, and ethnicity? How do Russian forms of privilege compare to advantages certain political, cultural, or ethnic groups might enjoy in the US?

April 22: Glasnost and Perestroika

April 25: End of the Soviet Union and Instability of the Nineties

April 27: Russia Today

April 29: Recent cultural developments

May 2: Review

Final Exam: Tuesday, May 10, 7:30-10:00 am. (In person in the regular classroom)