

General Education Course Submission Form

Date of Submission: 5/13/10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: MCL

Course Prefix and Number: RUS 370 Credit hours: 3

Course Title: Russian Folklore

Expected Number of Students per Section: 40-50 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

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Office Address: 1049 POT Phone: 7-1756

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Theodore Fiedler Date: 5-14-10

Dean: Anna R. K. Bosch ARK Bosch Date: 5/15/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
 Office of Undergraduate Education

Russian Folklore (RUS 370), a course approved from the USP cross-cultural requirement, is designed to meet the requirements for GenEd Global Dynamics. The course studies three major areas of folklore: material culture, oral literature, and rituals within the 19th century village in Russia. In each section, we discuss how these folk patterns have influenced the contemporary world, both in Soviet Russia and post-Soviet Russia. We also compare the material to American folk material and popular culture, so that students gain an insight into the similarities and differences between cultural systems. We address the following issues related to the Learning Outcomes for Global Dynamics:

Learning Outcome 1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world. We study the history of Russian folklore, its possible origins in pre-Christian religion, and its intersection with other cultural traditions, including the religious systems of neighbors and the cultural traditions of peoples with whom Russia had historical interaction. We compare this history to that of the United States to discuss how US folklore demonstrates elements of these same trends, but also forms a unique system, despite the claims that the United States “has no folklore” because it is a nation of immigrants.

Learning Outcome 2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community. We examine how folklore creates a cultural ethos that helps to shape our view of the world and its norms. Therefore, folklore makes up one of the fundamental bases for human understanding. Rather than dismissing differences in such assumptions as “strange”, we discuss how understanding them can improve cross-cultural communication and also make us more sensitive to the assumptions we make using our own folk system.

Learning Outcome 3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved. Folklore as a system brings with it an inherent set of conflicts. As I repeatedly tell my students, human cultural systems are not logical. They contain within them disparate messages that require human beings to negotiate an intricate set of often contradictory systems. The decisions people make within these systems demonstrate the ethical choices and conflicts that we face as humans, regardless of our nationality and cultural identity.

Learning Outcome 4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This course focuses on Russian folklore in the 19th century. However, much of the class is also dedicated to the cultural inheritance of that system into the Soviet period and the results of the post-Soviet collapse on folklore in the urban and rural contexts.

Learning Outcome 5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another. This course addresses the fundamental problem of how folklore and its assumptions leads one to make decisions that affect global issues. For example, the fact that the US and Russia are both revolutionary societies has led to a set of assumptions about national identity that has resulted in a great many shared visions of the world, and yet, a great deal of conflict because some of the fundamental premises on the cultural level did not mesh.

Learning Outcome 6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional

change over time; c) Cross-national and/or comparative issues; d) Power and resistance.

Russian Folklore deals with three of the listed requirements. We study the historical developments in folklore from the 19th century to the present. We compare this material to the similar period in the United States. Finally, we consider the functions of folklore and how it is used for a wide variety of purposes, including education, formation of socio-cultural identity, and entertainment. More importantly, the course is centered on how folklore is a tool for accommodation and resistance to social norms and institutional policies related to class, gender, age, marital status, sexuality, and ethnicity.

The students write three papers during the course, any of which could be used for the assessment process. The first is centered on epics and requires them to apply the characteristics of epics and the social contexts which produced them to a film about the Vietnam War. This assignment would be useful in assessing the students' ability to deal with cross-cultural comparison. The second paper focuses on Russian folktales of three different genres, so that students need to analyze the texts for their function and the social context that produced them. This assignment assesses student awareness of a non-US culture and its norms. The final project assignment requires students to collect data via interviews on a ritual and analyze the ritual and its functions for participants from the point of view of the theories of ritual we have discussed. This assignment, due to the varied nature of rituals that students choose, could be used to assess any of the learning outcomes. Students have written on topics such as the following: issues of power and resistance in ritual; how local rituals reflect national identity; how these rituals relate to the Russian ones we have studied in form and function; how rituals represent often conflicting ideals from social norms; and how participants negotiate the messages in rituals depending on their individual and group identities.

University Senate Syllabi Guidelines

RUS370

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- N/A Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- N/A For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- N/A Professional preparations.
- N/A Group work & student collaboration.

RUS 370
Russian Folklore
Spring 10
TR 12:30-1:45
CB 201

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- 1) Learn the central issues of folklore and cultural studies, particularly those related to ritual, material culture and oral lore. (Global Dynamics 2, 3 4, 5, 6)
- 2) Understand what folklorists do and how their work is relevant to understanding of culture. (Global Dynamics 1, 6)
- 3) Explain and apply the major theories of folklore in relation to rituals, material culture and oral lore. (Global Dynamics 1, 2, 4, 5)
- 4) Improve cross-cultural communication. (Global Dynamics 1, 2, 4)
- 5) Recognize how cultures establish categories and structures relevant to their understanding of the world. (Global Dynamics 2, 3, 4, 5, 6)
- 6) Determine how cultural categories and structures are shared or differ between cultures. (Global Dynamics 6)
- 7) Improve analytical skills through written analyses of cultural data. (Global Dynamics 1, 2, 3, 4, 5, 6)
- 8) Perform ethical and accurate collection of folklore data. (Global Dynamics 2)

Texts:

- 1) Jack Haney, *An Anthology of Russian Folktales*
 - 2) James Bailey and Tatiana Ivanova, *Russian Folk Epics*
 - 3) Roberta Reeder, *Russian Folk Lyrics*
 - 5) Jeanmarie Rouhier-Willoughby, *Village Values*
 - 6) Lecture Preps (available on my web site)
 - 7) selected readings from Sokolov and Haney, on reserve at WT Young Library (marked with * in the daily schedule)
- OPTIONAL: Linda J. Ivanits, *Russian Folk Belief*

Reserve list:

All of the books for this course listed above.

Film: *The Deer Hunter* for paper 1 (available in the Young Media Library, call number AV-D2795).

Cross-Cultural Component: This course will examine the structure of peasant life in 19th century Russia and how this system has affected Russian society in the Soviet and post-Soviet eras. We will also address the differences/similarities between Russian and American folk culture. This course counts toward the major in Russian Studies, the minor in Women's Studies and toward the minor in Folklore and Mythology.

Course Requirements:

Papers	50%
Class Participation/Homework	25%
Final Project	25%

Grading Scale:

90-100%	A	60-69% D
80-89%	B	59%-O% E
70-79%	C	

E-mail/Homework: You must have a UK e-mail account and access to the web. Some Thursdays you will have an assignment after class that I will send via e-mail. Your responses are due before 10:30 a.m. the following Tuesday via email or in class in hard copy. Homework responses should meet the standards for a university, that is accurate spelling, proper grammar and as well as thorough and thoughtful consideration of the topic. Therefore, by next class period, please make sure that your UK e-mail account is activated and that you have the correct address. The easiest way to reach me is often via e-mail. If you have questions, you can usually get an answer via e-mail within a few hours, rather than waiting until the next day or for office hours. Homework will be assessed as follows:

- 5 Student has demonstrated mastery of the concepts/theory under consideration, familiarity the readings and class discussion. The response is original, well-thought out, written and/or organized and supported with examples/data.
- 4 Student has demonstrated some mastery of the concepts/theory under consideration, some familiarity the readings and class discussion. The response is less original, well-thought out, written and organized. It is supported with some examples/data, but not all points are adequately supported.
- 3 Student has demonstrated minimal mastery of the concepts/theory under consideration, minimal familiarity with the readings and/or the class discussion. The response reiterates a common interpretation, is minimally well-thought out, written and/or organized and is supported with minimal examples.
- 2 Student has demonstrated no mastery of the concepts/theory under consideration, no familiarity the readings, the class discussion and other students' responses. The response is not original, well-thought out, written and/or organized or contains no support from examples/data.
- 0 Student does not submit the assignment or submits it late.

Papers: The papers are 50% of your grade. They form the major focus of the course. Papers are due IN CLASS in hard copy no later than 12:30. Late papers will be assigned a 0, unless proper documentation is provided (see attendance for the type of documentation accepted). If you are having trouble with an assignment or with a concept, please let me know, either during class or office hours. Questions are always welcome. **You may work together on the assignments, but once you begin writing the answer, no consultation with others is permitted. The minimum penalty for handing in an assignment any part of which is copied from another student or from another source or from which another student is allowed to copy is an E for the course.**

Final Project: The project is due on the date of the final exam in my office. You will be required to collect data via interviews from at least five informants. You will then analyze the ritual and its functions for these participants. By that time, you will have read one book-length study of ritual in Russia, but must also do additional research on ritual theory (citing at least two sources) to demonstrate knowledge of theoretical approaches to ritual and information literacy, e.g., how to use the library, cite materials, incorporate them into your argument about ritual.

Attendance: Attendance is mandatory. More than two unexcused absences will lower your grade by one full grade. Excused absences include those for illness, family emergency or other emergencies and require print documentation from a doctor, funeral notice, police report and the like.

Class Participation: The success of this class is dependent on your participation. In order to avoid lecturing, I have assigned the readings and lecture preps. That way, you will have basic information before you arrive, so that you can contribute to our group discussions. You are responsible for the assignments given below in the daily syllabus. You should read the material BEFORE the class in which we will cover it, so that you will be prepared to discuss it. Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. The material in the books and the lecture preps is only the basis for class discussion. Therefore, you are also responsible for the material covered

in class, which may not be in the readings or the lecture preps. Class participation will be assessed as follows:

- 5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).
- 4 Student is partially prepared to do the above.
- 3 Student is minimally prepared to do the above.
- 2 Student is completely unprepared to do the above.
- 0 Student is absent.

Classroom Etiquette; Students are expected to behave with respect toward other students and to the professor. You should not talk over others, insult them or their ideas, raise your voice, sleep, write in your planner, do puzzles, read newspapers or other material unrelated to the class. These behaviors will not only result in a reduced class participation grade, but if persistent, will result in your removal from the course.

Lateness will not be tolerated. If you are in the classroom when class begins, you will lose class participation points for each instance. After two instances of lateness, you will receive a 0 in class participation for any further instances of lateness.

You may not use cell phones or computers (exceptions will be made for students with a disability who provide proper documentation). If I see or hear a cell phone or computer (or any other electronic device), students will receive a 0 for class participation that day.

Learning Styles: One of the fundamental goals of this course is not only to teach you about semantics, but to increase your skills as an analyst. However, not everyone has the same way of learning. You will take an assessment (on the web site above, click on Learning Styles Assessment) before Friday at 10 a.m. The results should inform you a great deal about yourself and what you should do to master the material for this class and for other classes. I am a firm believer that the teacher/student relationship is a partnership. I cannot open up your brain and pour information into it. You must be an active participant to succeed. Learning style analysis will give the opportunity to take more control of the learning process.

Disability Policy: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email: jkarnes@email.uky.edu) for coordination of campus disability services.

Expectations from the professor: This class requires a great deal of reading, writing and class participation. I have high standards for my classes and for the students in them. I also have high standards for myself.

I will return your papers, graded and with comments, within a week. In order for you to have the weekend to work on the papers, they are generally due on Tuesdays. As a result, I cannot have them read the same week, since I also need a weekend to grade.

I will be at my office hours. If I have to cancel office hours, I will email changes and will offer alternate times to ensure that I am in my office at least 2 hours a week.

I will make appointments with you if you cannot meet with me during office hours and will always try to answer questions in class and outside of it.

I will NOT read drafts of your papers, but I encourage you to meet with me to discuss your ideas. However, I will arrange at least one writing workshop during the semester (before the first paper is due).

I will be flexible regarding deadlines (within reason), but a majority of the class must agree for a deadline to be changed. Once a deadline is set, you should expect all work to be due by class time (or in the case of electronic assignments, by 10:30 a.m.). I will not accept any work that is late, even by five minutes,

without written documentation, and it will be given a 0.

I will give you two opportunities for extra credit to increase your paper grade. These opportunities will be posted on my web site under extra credit, so that you should check it weekly to see what is there. Each extra credit assignment is worth a maximum of 5 points.

Daily Syllabus (* INDICATES THAT THE READING IS ON RESERVE)

- R 1/14 Introduction to Folklore/Begin discussing material culture
- T 1/19 Continue discussing material culture (houses, clothing, food, place spirits)
BEFORE CLASS READ: Lecture Prep 1; OPTIONAL: Ivanits, pp. 3-18, 51-82
- R 1/21 Finish discussing material culture
- T 1/26 Begin discussion of myth and epic
BEFORE CLASS READ: Bailey, Introduction and pp. 3-21, 81-105; Lecture Prep 2
- R 1/28 Continue discussion of myth and epic
BEFORE CLASS READ: Bailey, pp. 25-48, 307-328
- T 2/2 Finish discussion of myth and epic
BEFORE CLASS READ: Bailey, pp. 130-143, 147-176, 188-200, 264-278
- R 2/4 Discuss historical songs, ballads
BEFORE CLASS READ: Bailey, pp. 357-364, 389-396; Reeder 151-154
- T 2/9 Discuss laments, lyric songs, ballads
BEFORE CLASS READ: *Sokolov (on reserve), pp. 224-240; Reeder, pp. 1-35; Reeder, pp. 105-113, 130-146, 155-166
- R 2/11 Finish discussion of laments, lyric songs, ballads
BEFORE CLASS READ: Reeder, pp. 49-56, 168-179
- T 2/16 Begin discussion of tales
BEFORE CLASS READ: Haney pp. 3-23; Lecture Prep 3
- R 2/18 Continue discussion of tales
BEFORE CLASS READ: Haney pp. 27-37, 42-67, 70-74, 76-88, 98-107, 110-118, 131-138; Lecture Prep 4
- T 2/23 Continue discussion of tales
- R 2/25 Continue discussion of tales
**Paper 1 due
- T 3/2 Continue discussion of tales
BEFORE CLASS READ: Haney pp. 162-180, 185-200, 208-223, 224-244, 246-247, 249-253, 254-256
- R 3/4 Finish discussion of tales
BEFORE CLASS READ: Haney pp. 259-273
- T 3/9 Case study of traditional and contemporary folklore: legends
BEFORE CLASS READ: Haney 139-158; OPTIONAL: Ivanits, pp. 127-205
- R 3/11 Continuation of legends
- T 3/23 Case study of contemporary folklore: childlore
BEFORE CLASS READ: Lecture Prep 7

- R 3/25 Case study of contemporary folklore: jokes
**Paper 2 due
- T 3/30 Begin discussion of rituals in 19th century Russia
BEFORE CLASS READ: Lecture Prep 5; Reeder, pp. 85-104; Optional: Ivanits, pp. 19-37, 83-124
- R 4/1 Continue discussion of rituals in 19th/20th century Russia
- T 4/6 NO CLASS
- R 4/8 Continue discussion of rituals in 19th/20th century Russia
BEFORE CLASS READ: Lecture Prep 6; Rouhier-Willoughby, pp. 1-62; Reeder, pp. 121-129
- T 4/13 Continue discussion of rituals in 19th/20th century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 63-117
- R 4/15 NO CLASS
- T 4/20 Continue discussion of rituals in 19th/20th century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 119-176
- R 4/22 Continue discussion of rituals in 19th/20th century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 177-228
- T 4/27 Finish discussion of rituals in 19th/20th/21st century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 229-284
- R 4/29 Case study of contemporary and traditional lore: proverbs, charms, curses, omens, divinations, conversions/Class Wrap-Up
BEFORE CLASS READ: Lecture Prep 8

Final Project Due: Tuesday, May 4 by 1 p.m. in my office