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APR 10 2014

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 10/16/2013

Current Prefix and Number: RUS - Russian, RUS 370 RUSSIAN FOLKLORE (IN ENGLISH)

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

Global Dynamics

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: Modern & Classical Languages

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: RUSSIAN FOLKLORE (IN ENGLISH)

Proposed Title: RUSSIAN FOLKLORE (IN ENGLISH)

c. Current Transcript Title: RUSSIAN FOLKLORE (IN ENGLISH)

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Central issues of Russian folk culture, particularly related to ritual, material culture, and oral lore; patterns and functions of folk architecture, clothing, and crafts in 19th C. peasant life.

Proposed Course Description for Bulletin: Central issues of Russian folk culture, particularly related to ritual, material culture, and oral lore; patterns and functions of folk architecture, clothing, and crafts in 19th C. peasant life. NOTE: This course already is approved to fulfill one UK Core Course area (Global Dynamics); the program is now requesting that it now fulfill a second area (Inquiry—Social Sciences)

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any: NA

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|RUS 370 CHANGE College Review|20140117

SIGNATURE|PCOOK2|Patricia G Cook-Craig|RUS 370 UKCEC Expert Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|RUS 370 RUS 370MINOR_TEXT_FOR_TITLE|RUS 370MINOR_TEXT_FOR_TITLE&|20140408

SIGNATURE|JMETT2|Joanie Ett-Mims|RUS 370 CHANGE Undergrad Council Review|20140410

Courses **Request Tracking**

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	2062	Intellectual Inquiry Social Science RUS 370.docx
Delete	2441	RUS370_Sample_revised10_16_13.docx
Delete	2442	Paper1_2012(1).pdf

First 1 2 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number: RUS - Russian RUS 370 RUSSIAN FOLKLORE (IN ENGLISH)		Proposed Prefix & Number: (example: PHY 401G)
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input checked="" type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics		
1. General Information		
a. Submitted by the College of: College of Arts & Sciences		Submission Date: 10/16/2013
b. Department/Division: Modern & Classical Languages		
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Jeanmarie Rouhier Email: j.rouhier@uky.edu Phone: 7-1756 * Responsible Faculty ID (if different from Contact): Email: Phone:		
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: 2
2. Designation and Description of Proposed Course.		
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change affect DL delivery.		
b. Full Title:		RUSSIAN FOLKLORE (IN ENGLISH) Proposed Title: * RUSSIAN FOLKLORE (IN ENGLISH)

c. Current Transcript Title (if full title is more than 40 characters):		RUSSIAN FOLKLORE (IN ENGLISH)			
c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none	
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{2d} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern					
Current:	Lecture	Laboratory ^d	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture 3	Laboratory ^d	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:	Central issues of Russian folk culture, particularly related to ritual, material culture, and oral lore; patterns and functions of folk architecture, clothing, and crafts in 19th C. peasant life.				
* Proposed Course Description for Bulletin:	Central issues of Russian folk culture, particularly related to ritual, material culture, and oral lore; patterns and functions of folk architecture, clothing, and crafts in 19th C. peasant life. NOTE: This course already is approved to fulfill one UK Core Course area (Global Dynamics); the program is now requesting that it now fulfill a second area (Inquiry-Social Sciences)				
j. Current Prerequisites, if any:					
* Proposed Prerequisites, if any:					

	NA		
k.	Current Supplementary Teaching Component, If any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3.	Currently, is this course taught off campus?		<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?		<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:		
4.*	Are significant changes in content/student learning outcomes of the course being proposed?		<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:		
5.	Course Relationship to Program(s).		
a.*	Are there other depts and/or pgms that could be affected by the proposed change?		<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:		
b.*	Will modifying this course result in a new requirement ² for ANY program?		<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad in the course for graduate students. (See SR 3.1.4.)	

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.*

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: RUS 370

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:
9/4-10/4, 10/9-12/4

Brief Description:

Students read and discuss material that outlines the various anthropological and ethnographic approaches to rituals and celebrations. They are required to compare the approaches and use them in their first paper assignment. During the sections on tales and epic, students are introduced to ethnographic, anthropological, historical, sociological and psychological approaches to the material, and they apply these approaches in their three papers (described below).

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:
Paper 1

Brief Description:

Compare the 20th/21st Century Russian holidays to the American (or your own native culture's) celebration of the same or similar holiday. Candidates include:

- a. The Christmas and New Year's Cycle
- b. Memorial Day and Victory Day
- c. The Easter Cycle

2) Once you decide on which pair of holidays you want to compare, you should do some additional research on how Russians celebrate them in the present day to get as much detail as you can for your analysis. If you use Google Scholar and search Russian or Soviet holidays/celebrations or the specific holiday you have chosen, you will find some sources there you can use. Another source with a brief consideration of contemporary celebrations is Gerhardt's Russian's World (I have scanned the relevant section and put it on the BB site under Course Content). You should also check into the online journal Folklorica (<https://journals.ku.edu/index.php/folklorica>), which is dedicated to the study of Slavic folklore. You may also use non-scholarly internet or popular sources containing descriptions of Russian (or Soviet) rituals, but you must use at least two scholarly sources on Russian/Soviet celebrations as well. A good popular source for information on Russia is the magazine Russian Life, which may have something on the holiday you are studying.

You must also read and apply ritual theory as part of your papers. Turner is required and some of his works on ritual/celebrations are on reserve at WT Young Library for this

class. Another good source on ritual theory is available electronically in the Young Library collection, Catherine Bell's *Ritual: Perspective and Dimensions*. You can also cite *Village Values* as well as van Gennep's or Douglas's works.

Russian majors must speak to at least one Russian (or person who grew up in the former USSR; however, if the person is not Russian, this might entail some more research on the cultural context of that person's ethnic group and/or nation) as part of your research. For those in the first two levels of Russian, the questions you ask in Russian may be limited to biographical information (although you can certainly try for more, which I encourage you to do). Those at 300 level or above should ask all questions in Russian about the holiday celebration. See hints on interviews below.

Non-Russian majors who may know citizens of the former Soviet Union or Russia are encouraged to interview them (not necessarily in Russian, of course).

All interviews should be cited in the bibliography of the paper. For format, see *Village Values*.

3) Once you have completed your research, compare the cultural functions and meaning of the ritual behaviors in the two societies. Some things to discuss include: food behavior and its significance, gender roles, children/adult roles, special/unusual ceremonial acts and what they mean, status reversal, use of songs or other forms of oral lore, where it happens, when it happens, clothing, etc. I am not limiting you to these topics; they are only suggestions. You should 1) consider what you have learned about your celebration; 2) consider what types of things we analyzed in class with regard to celebrations/rituals and the complexity of ritual/celebration and the messages it sends and how they may be interpreted; 3) Decide which ritual theory (theories) apply to your holiday and apply it (them) as part of your analysis.

4) Sources: The "in-text" citation style puts the author, date, and page number directly in the text and offers a reference list of works cited at the end. Here is an example. Rouhier-Willoughby argues in favor of practice theory as a methodology for ritual analysis (Rouhier-Willoughby 2008, 36). Footnotes with superscripts should be used only to give additional information about the topic under discussion, not to cite sources.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:
Paper Assignments

Brief Description:

Paper 1 described above.

For Paper 2 students Pick one of the following epic heroes: Ilya or Dobrynya and read all the epics in our text in which he appears. Then they gather as many variants as they can of these epics to compare to each other from library sources.

When they compare the variants, consider how the epics differ (or not) in the depictions of the heroes, what dilemmas they face and what problems result from their actions. Finally, how do the epics and the heroes in these variants of one epic plot reveal the cultural contexts and socio-cultural functions of epic that we have outlined in our class discussions and possible variations in the interpretations? Pay particular attention to reasons you see for differences between the variants as part of your discussion.

They must cite at least one scholarly source on epic.

For Paper 3 students compare three different Russian folktales of different genres but with related themes. They choose one tale from each of the following genres: Magic Tales, Tales of Everyday Life and Legends and compare how their socio-cultural functions and content differ. They must cite at least

two scholarly sources on tales, e.g., Bettelheim, von Franz, Propp, Zipes, since the folk tale has been the source of much discussion from all major theoretical approaches in the 20th century, from psychology to literary theory to anthropology. One of the fundamental premises of folk tale theory is that tales: 1) teach important cultural information to children/reinforce it in adults; 2) have a particular structure and function within society. We discuss that tales can function to socialize the child and remind the adult about proper behavior, e.g. body/not-body; food/not-food; living/not-living; as well as more sophisticated distinctions such as language peculiarities and social behavior (how to behave at a wedding, funeral, birth, how to behave properly as an adult--male or female; how to behave to elders, to the opposite sex, to authority figures, what is morality, what a good characteristics for a human, etc.). However, we also examine how tales can be subversive and invite debate over belief, depending on the type. Students analyze similarities and differences exist in the cultural material and messages/lessons communicated to listeners in these three tale types to determine what these messages indicate about the function of a given tale and of a particular type of tale in general.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

This course is designed to study Russian vernacular culture, but at each step of the way, students do weekly homework assignments to apply the conclusions and approaches we have taken about Russian culture to their own, native cultures. In this way, they realize how knowing about social science can make them better critical analysts of behavior and socio-cultural norms.

Brief Description:

In this portion of the class, we examine how the vampire, a traditional Slavic folkloric being, has been adapted in Europe and America in the film tradition. Students bring to bear the readings from the first portion of the class on the various social scientific approaches to vampire lore to determine which, if any, explanations can account for the "new" version of the vampire. They thus learn to be critical observers of their own culture using the theoretical tools of social science.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Paper Assignments

Brief Description:

Described above.

Reviewer's Comments

RUS 370
Russian Folklore
Fall 2012
TR 12:30-1:45
CB 231

Professor: Jeanmarie Rouhier-Willoughby
Office: POT 1049
Telephone: 7-1756
Office Hours: M 12-2, T 2-3 and by appt.
web page: <http://www.uky.edu/~jrrouhie/>
e-mail: j.rouhier@uky.edu

Course Description: Russian Folklore studies the folk ways of the Russians, from food to ritual, from housing to traditional literature. We will discuss how this material reflects the cultural norms of the Russians with respect to social hierarchies, gender roles and family and social identity. We will also trace the development of folk beliefs in the modern world by reading studies of contemporary Russian life. Since this course fulfills the Global Dynamics requirement, comparisons to American folk material and popular culture will be an essential component of the class.

Learning Outcomes: Students will...

- 1) Learn the central issues of folklore and cultural studies, particularly those related to ritual, material culture and oral lore.
- 2) Demonstrate an understanding of what folklorists do and how their work is relevant to understanding of culture.
- 3) Explain and apply the major theories of folklore in relation to rituals, material culture and oral lore.
- 4) Improve cross-cultural communication.
- 5) Recognize how cultures establish categories and they are relevant to their understanding of the world.
- 6) Determine how cultural categories and structures are shared or differ between cultures.
- 7) Demonstrate how traditional folklore continues to play an important role in the contemporary world.
- 8) Improve analytical skills through written analyses of cultural data.

Texts:

- 1) Jack Haney, *An Anthology of Russian Folktales*
- 2) James Bailey and Tatiana Ivanova, *Russian Folk Epics*
- 3) Roberta Reeder, *Russian Folk Lyrics*
- 4) Jeanmarie Rouhier-Willoughby, *Village Values*
- 5) Class Preps (available on the class BB site)
- 6) Readings from Sokolov (available on BB site, marked with * in the daily schedule)
- 7) OPTIONAL: Linda J. Ivanits, *Russian Folk Belief*

All of the books for this course listed above are available on reserve at WT Young Library.

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 major/minor in Gender and Women's Studies and toward the minor in Folklore and Mythology.

Course Requirements:

Papers	50%
Class Participation/ Experiential Education Component	25%
Final Paper	25%

Grading Scale:

90-100%	A	60-69%	D
80-89%	B	59%-0%	E
70-79%	C		

Papers: The papers are 75% of your grade. Papers are due IN CLASS in hard copy no later than 12:30. **The final paper** is due in hard copy in my office on the date of the final exam: Thursday, December 13 by 12:30 p.m. 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.

Class Participation/Experiential Education Component: I expect your regular and full attendance and participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings and discussion questions BEFORE the session in which we will discuss them. Approximately every other Thursday you will have a discussion question assignment, which I will post to the BB site after class. You should bring a brief, written answer to that question with you to class to facilitate class discussion. Note that in order to avoid lecturing, I have assigned readings and class preps (assignments given below in the daily syllabus). Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. You are also responsible for the material covered in class, which may not be in the readings or the class preps. **This is the Year of Reimagining Russia's Realms at the University of Kentucky. As part of this course, you will be required to attend a minimum of three events related to RRR over the semester. You must attend one event each month (Sept., Oct., Nov. or Dec.). You may find the schedule of events at: <http://russia.as.uky.edu/> Within a week after each event, you should submit a brief description of the content and also a brief consideration of how the content of this event relates to our class discussions or readings.**

Class participation/Discussion Questions assessment:

- 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). Student demonstrates mastery of the concepts/theory under consideration, familiarity the readings and class discussions and is prepared with examples to illustrate his/her position on a topic.
- 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.

Experiential Education Assessment:

- 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.

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 not 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.

Cheating and Plagiarism: I expect all work that you submit for a grade produced on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit must not be the product of collaboration with others or stolen from someone else. **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.** Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

“6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”

Attendance: Attendance is mandatory. More than two unexcused absences will lower your grade by one full grade. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. If you are absent from class *for one of the following reasons* on a day when a homework assignment is collected or a paper is due, you must make arrangements with me within one week of your absence to arrange for making up that work and bring appropriate documentation of the reason you missed class. If you are absent from class *for any other reason* on a day when a homework assignment is collected or a paper is due, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Making up missed work

Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as “excused absences”:

“**A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.”

“**B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent”

“**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.”

“**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class.”

“**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence.

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.

E-mail: 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.

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 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 return your papers, graded and with comments, within a week. You can count on this (unless due dates are changed), and it will only annoy me if you ask when or if your papers are graded.

I will give you two opportunities for extra credit to increase your paper grade. These opportunities will be posted on the BB site in the extra credit folder; I will also distribute them via email. Each extra credit assignment is worth a maximum of 5 points.

Daily Syllabus (* INDICATES THAT THE READING IS ON THE BB SITE)

- R 8/23 Introduction to Folklore/Begin discussing material culture
- T 8/28 Continue discussing material culture (houses, clothing, food, place spirits)
BEFORE CLASS READ: Class Prep 1; OPTIONAL: Ivanits, pp. 3-18, 51-82
- R 8/30 Finish discussing material culture
- T 9/4 Begin discussion of yearly-cycle rituals and celebrations in 19th-century Russia
BEFORE CLASS READ: Class Prep 2; Reeder, pp. 1-7, 85-104; Optional: Ivanits, pp. 19-37, 83-124
- R 9/6 Continue discussion of yearly-cycle rituals and celebrations in 19th-century Russia
- T 9/11 Continue discussion of yearly-cycle rituals and celebrations in 19th/20th/21st-century Russia
Case study of contemporary and traditional lore: Superstitions, Proverbs, Charms, Curses, Omens, Divinations, Conversions
BEFORE CLASS READ: Class Prep 3
- R 9/13 Finish discussion of yearly-cycle rituals and celebrations in 20th/21st-century Russia
- T 9/18 Begin discussion of life-cycle rituals in 19th/20th century Russia
BEFORE CLASS READ: Class Prep 4; Rouhier-Willoughby, pp. 1-62; Reeder, pp. 121-129
- R 9/20 Continue discussion of life-cycle rituals in 19th/20th-century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 63-117
- T 9/25 Continue discussion of life-cycle rituals in 19th/20th-century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 119-176
- R 9/27 Continue discussion of life-cycle rituals in 19th/20th-century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 177-228

- T 10/2 Continue discussion of life-cycle rituals in 19th/20th/21st-century Russia
BEFORE CLASS READ: Rouhier-Willoughby, pp. 229-284
- R 10/4 Wrap up discussion of rituals and celebrations
****Paper 1 on ritual due**
- T 10/9 Begin discussion of myth and epic
BEFORE CLASS READ: Bailey, Introduction and pp. 3-21, 81-105; Class Prep 5
- R 10/11 Continue discussion of epic
BEFORE CLASS READ: Bailey, pp. 25-48, 307-328
- T 10/16 Continue discussion of epic
BEFORE CLASS READ: Bailey, pp. 130-143, 147-176, 188-200, 264-278
- R 10/18 Finish discussion of epic/Discuss laments, ballads, lyric songs
BEFORE CLASS READ: *Sokolov (on BB site), pp. 224-240; Reeder, pp. 8-49; Reeder, pp. 105-120, 130-146, 151-166; Bailey 389-396
- T 10/23 Finish discussion of ballads, and lyric songs/Begin discussion of legends
BEFORE CLASS READ: Reeder, pp. 49-56, 168-179; Haney, pp. 139-158; OPTIONAL: Ivanits, pp. 127-205
- R 10/25 **Guest Speaker: Daniel Collins, Professor of Russian, Ohio State University**
- T 10/30 Case study of contemporary folklore: Contemporary Legends
- R 11/1 Begin discussion of tales: Animal Tales
BEFORE CLASS READ: Haney, pp. 3-23; Class Prep 6
****Paper 2 on epics due**
- T 11/6 **NO CLASS-Election Day**
- R 11/8 Continue discussion of tales: Magic Tales
BEFORE CLASS READ: Haney, pp. 27-37, 42-67, 70-74, 76-88, 95-107, 110-118, 131-138, 302-321
- T 11/13 Continue discussion of Magic Tales
- R 11/15 **NO CLASS: I'll be at the AASEEES Conference**
- T 11/20 Continue discussion of tales: Tales of Everyday Life
BEFORE CLASS READ: Haney, pp. 162-180, 185-200, 208-223, 224-244, 246-247, 249-253, 254-256
- R 11/22 **NO CLASS: Thanksgiving Break**
- T 11/27 Case study of contemporary folklore: Childlore
BEFORE CLASS READ: Class Prep 7
- R 11/29 Case study of contemporary folklore: Jokes
- T 12/4 Finish discussion of tales: Anecdotes
BEFORE CLASS READ: Haney pp. 259-273
- R 12/6 Course Wrap Up

Final Paper on Tales Due: Thursday, December 13 by 12:30 p.m. in hard copy in my office.

Paper #1: Comparison of Celebrations
Due: October 4
Russian Folklore (RUS 370)
Fall 2012

Goals: The first paper is designed to allow you to collect and analyze your own data, so that you understand what it means to be a folklorist. This project will help you gain a deeper understanding of a social group's cultural symbols and meaning as reflected in celebrations/holidays/rituals. You will demonstrate your skills as a critical analyst by application of theoretical principles to support your conclusions about a holiday celebration.

Assignment: **(all materials must be submitted in hard copy: typed, 12 pt. font, 1 in. margins, double-spaced, or I will not accept them):**

- 1) Compare the 20th/21st Century Russian holidays to the American (or your own native culture's) celebration of the same or similar holiday. Candidates include:
 - a. The Christmas and New Year's Cycle
 - b. Memorial Day and Victory Day
 - c. The Easter Cycle

- 2) Once you decide on which pair of holidays you want to compare, you should do some additional research on how Russians celebrate them in the present day to get as much detail as you can for your analysis. If you use Google Scholar and search Russian or Soviet holidays/celebrations or the specific holiday you have chosen, you will find some sources there you can use. Another source with a brief consideration of contemporary celebrations is Gerhardt's *Russian's World* (I have scanned the relevant section and put it on the BB site under Course Content). You should also check into the online journal *Folklorica* (<https://journals.ku.edu/index.php/folklorica>), which is dedicated to the study of Slavic folklore. You may also use non-scholarly internet or popular sources containing descriptions of Russian (or Soviet) rituals, but you **must use at least two scholarly sources on Russian/Soviet celebrations as well**. A good popular source for information on Russia is the magazine *Russian Life*, which may have something on the holiday you are studying.

You must also read and apply ritual theory as part of your papers. Turner is required and some of his works on ritual/celebrations are on reserve at WT Young Library for this class. Another good source on ritual theory is available electronically in the Young Library collection, Catherine Bell's *Ritual: Perspective and Dimensions*. You can also cite *Village Values* as well as van Gennep's or Douglas's works.

Russian majors must speak to at least one Russian (or person who grew up in the former USSR; however, if the person is not Russian, this might entail some more research on the cultural context of that person's ethnic group and/or nation) as part of your research. For those in the first two levels of Russian, the questions you ask in Russian may be limited to biographical information (although you can certainly try for

more, which I encourage you to do). Those at 300 level or above should ask all questions in Russian about the holiday celebration. See hints on interviews below.

Non-Russian majors who may know citizens of the former Soviet Union or Russia are encouraged to interview them (not necessarily in Russian, of course).

All interviews should be cited in the bibliography of the paper. For format, see *Village Values*.

- 3) Once you have completed your research, compare the cultural functions and meaning of the ritual behaviors in the two societies. Some things to discuss include: food behavior and its significance, gender roles, children/adult roles, special/unusual ceremonial acts and what they mean, status reversal, use of songs or other forms of oral lore, where it happens, when it happens, clothing, etc. I am not limiting you to these topics; they are only suggestions. You should 1) consider what you have learned about your celebration; 2) consider what types of things we analyzed in class with regard to celebrations/rituals and the complexity of ritual/celebration and the messages it sends and how they may be interpreted; 3) Decide which ritual theory (theories) apply to your holiday and apply it (them) as part of your analysis.
- 4) Sources: The “in-text” citation style puts the author, date, and page number directly in the text and offers a reference list of works cited at the end. Here is an example. Rouhier-Willoughby argues in favor of practice theory as a methodology for ritual analysis (Rouhier-Willoughby 2008, 36). Footnotes with superscripts should be used only to give additional information about the topic under discussion, not to cite sources.
- 5) Sample Bibliographic References

Book:

Rouhier-Willoughby, Jeanmarie. 2008. *Village Values: Negotiating Identity, Gender and Resistance in Urban Russian Life Cycle Rituals*. Bloomington, IN.: Slavica.

Article in a journal:

Rouhier-Willoughby, Jeanmarie. 2007. “The Contemporary Urban Russian Funeral: Folk Tradition and Innovation,” *Folklorica* XII, 109-128.

Chapter of a book:

Rouhier-Willoughby, Jeanmarie. 2009. “Folk Characteristics of Contemporary Russian Life Cycle Rituals,” *American Proceedings of the International Conference of Slavists in Ohrid, Macedonia, 2008-09*, 187-202.

Newspaper or magazine article:

Bronner, Simon J. 1991. "Tall Tales from College Folk." *New York Times* (August 4), A42.

Rouhier-Willoughby, Jeanmarie. "Russian Folk Christmas and New Year's Celebrations," *Russian Life*, November/December 2009, 32-39.

Encyclopedia Entry:

Rouhier-Willoughby, Jeanmarie and Yelena Minyonok. 2006. "Folk Dance" and "Folk Costume," *Encyclopedia of Russian Culture*, 214-215,.

#PLEASE NOTE THAT THE CONVENTION FOR ON-LINE CITATION is to identify an author and copyright date when available along with the date you accessed the site:

Lee, Elmer T. 2008. "Bourbon Oral History Project." Louis B. Nunn Center for Oral History. http://kdl.kyvl.org/cgi/b/bib/oh2.php?cachefile=2009OH023_BIK004_Lee_acc.xml&kw=Elmer T. Lee, October 30, 2008. Accessed January 28, 2012.

6) Project Assessment

ATTRIBUTE	Excellent	Good	Average	Below Average	Poor
1. Student followed guidelines and instructions of assignment (e.g., use of fieldwork and/or library research, choice of topic, submitted in hard copy, on time)	40	35	30	25	20
2. Student contribution demonstrates a thorough understanding of theory and issues related to the topic (specifically Van Gennep, Turner, Douglas, Rouhier-Willoughby, others used).	40	35	30	25	20
3. Student contribution is thorough and properly documented, including use of required number of print sources	40	35	30	25	20
4. Student contribution demonstrates knowledge and/or research of subject.	40	35	30	25	20
5. Student contribution demonstrates insight and initiative and accounts for possible counterarguments to the analysis presented.	40	35	30	25	20
6. Contributions are clear, well	40	35	30	25	20

composed (spelling, grammar, style), and logical and coherent in sequence and content The paper is supported and amplified with details from the data collected or from other sources.					
7. Student contribution accounts for the cultural context of the data collected.	40	35	30	25	20
Total possible points	280				

Suggestions for successful interviews:

- a) be prepared to do **extra** interviews, in case you get a bad informant. Without data, you just cannot do an analysis, and some people just do not want to talk and are useless for a project such as this. **DO NOT** wait until the last minute, so that you can find extra informants if necessary;
- b) record your interviews, so that you can refer back to them and get all the details exactly correct. Assure the informants that their identity will be concealed in the final paper;
- c) do the interview when you both have plenty of time. Don't rush it;
- d) do the interview in a quiet place where there will not be interruptions. They will derail your informant and ruin your interview;
- e) if your informant is someone you know well, assume that you do not know him/her. Ask all of the questions, even if you think you know the answer. Sometimes they surprise you. It is important to treat each informant to same way to avoid skewing the data;
- f) if your informant is someone you do not know well, make sure they know your name and why you are doing this interview. Make them feel as comfortable as possible;
- g) **get the informant to elaborate and give details as much as possible. Questions will occur to you on the spot. Ask them! In other words, treat this interview as a conversation, with a give and take. If someone says, "we used to eat ham for Easter", "used to" may mean that they don't now (why not?) or it may mean that it was a habitual thing as a child, but they may still do it;**
- h) do a practice interview with someone in class. Tape it and listen to it and think about where you could have asked follow up questions for more details;
- i) keep your informant's phone number and/or email address, so that you can ask for more details if you find you need them.