

RECEIVED

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 12/2/2013

1b. Department/Division: Modern &amp; Classical Languages

1c. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: RUS 545

2c. Full Title: Russian Cultural Studies (Subtitle required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: An in-depth investigation of a particular facet of Russian culture. Topics may include aspects of folk or artistic culture, including visual arts, architectural, literary, theatrical, musical and/or social movements. Students taking the course for Russian credit will be required to read and research in Russian. May be repeated for up to 6 credits with different subtitles.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: This course is part of a rotating series of topics courses, one of which will be offered each year.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Modern and Classical Languages, Literatures and Cultures major

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Modern and Classical Languages, Literatures and Cultures major, Russian concentration

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## 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 545 NEW College Review|20131003

SIGNATURE|JMETT2|Joanie Ett-Mims|RUS 545 NEW Undergrad Council Review|20131121

SIGNATURE|ZNNIKOO|Roshan N Nikou|RUS 545 NEW Graduate Council Review|20131216

Courses	Request Tracking
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### New Course Form

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

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

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2682	RUS545_ Revised.doc

Select saved project to retrieve...

Get  New

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of: ARTS & SCIENCES  Submission Date: 12/2/2013
- b. \* Department/Division: Modern & Classical Languages
- c.
  - \* Contact Person Name: Jeanmarie Rouhier Email: j.rouhier@uky.edu Phone: 7-1756
  - \* Responsible Faculty ID (if different from Contact) Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number: RUS 545
- c. \* Full Title: Russian Cultural Studies (Subtitle required)
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours: 6  
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

An in-depth investigation of a particular facet of Russian culture. Topics may include aspects of folk or artistic culture, including visual arts, architectural, literary, theatrical, musical and/or social movements. Students taking the course for Russian credit will be required to read and research in Russian. May be repeated for up to 6 credits with different subtitles.

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: This course is part of a rotating series of topics courses, one of which will be offered

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 20

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Given that the course is taught in English, it may be of interest to MCL majors of other concentrations, because the new major requires one course outside of their field of concentration. It may also be of interest to students

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

Modern and Classical Languages, Literatures and Cultures major

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs::

Modern and Classical Languages, Literatures and Cultures major, Russian concentration

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- <sup>13</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- <sup>14</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.
- <sup>15</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- <sup>16</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- <sup>17</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

RUS 545 Russian Cultural Studies: The Gulag  
T 11-1:45, Main Building 3

Professor Cynthia A. Ruder  
MCL/Russian & Eastern Studies  
Of hrs: M 11-12, T 2-3, W 7:45-8:30 p.m.

1041 Patterson Office Tower  
cynthia.ruder@uky.edu  
859.257.7026

**Primary Sources**

- Applebaum, Anne. Gulag: A History. New York: Doubleday, 2003.
- Jakobson, Michael. Origins of the Gulag: The Soviet Prison Camp System 1917-1934. Lexington: The UP of Kentucky, 1993.
- Khlevniuk, Oleg V. The History of the Gulag From Collectivization to the Great Terror. New Haven: Yale UP, 2004.
- Solzhenitsyn, Aleksandr I. The Gulag Archipelago 1918-1956: An Experiment in Literary Investigation. New York: Harper & Row, 1973. **Books 1 & 2**.

When you use each sources carefully examine the scholarly apparatus that accompanies the text--Introduction/Preface, foot/endnotes, Index, illustrations, Bibliography. In addition, I did not order these books for you because I was worried that the cost would be prohibitive. Therefore, you are welcome to purchase the books yourself, borrow them from the UK Library (remember you need to share them with your classmates), or photocopy the assigned pages as warranted. You decide which alternative is best.

In addition to being a seminar that explores one topic in great depth, this course also will train you to be a better writer. As such you will be required to produce prose in three different formats, all of which, one hopes, will be useful in your future career. The writing assignments include weekly 2-page summaries/essays; an in-class timed Midterm Examination with short and long essays; a final research paper of at least 10 (20 for graduate students) pages that will be subject to drafts in preparation of a final product.

Given these parameters by the end of the course you will be able to:

- demonstrate understanding the Soviet Gulag system in a deeper, more nuanced way by describing the social factors that led to the system;
- contextualize the Gulag experience along the continuum of Russian/Soviet history and life and identify differing scholarly opinions;
- recognize the differences among scholarly approaches to one topic;
- write cogent, well-crafted, carefully edited prose that demonstrates not only intellectual acumen, but also rhetorical skill;
- conduct research using a variety of sources in order to produce a lengthy analytical essay that demonstrates your knowledge and writing;
- express yourself in clear, comprehensible, jargon-free English speech.

## WORK FOR THE COURSE

A. Grades for this class coincide with the percentages given below.

Undergraduates:

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

Graduates:

A	90-100%
B	80-89%
C	70-79%
E	Below 70%

Grades are computed as follows:

### 1) ATTENDANCE (5%)

Individual and group success in this class depends on consistent participation and enthusiasm among all participants. Persistent tardiness will not be tolerated. Because this is a seminar, it is incumbent upon you to attend class regularly. Daily attendance is taken according to the following rubric:

- 2 points for each class you attend or for which you have an EXCUSED absence.
- 1 point for each class to which you are tardy.
- 0 points for each unexcused absence.

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

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.”

## **2) ORAL WORK (40%; 30% for graduate students)**

You receive a daily assessment of your class participation as manifested by oral work. You will receive an assessment based not only on the *quantity* of your participation, but also on the *quality* of your participation. Given that this is a seminar, it is incumbent upon each student to come to class prepared to participate fully--read the material, prepare questions, listen to your classmates and comment on their contributions. This is NOT a lecture class; therefore remember that the burden for participation falls on you.

Graduate students are further required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants. (10%).

## **3) WRITTEN WORK (55%)**

Written work for this course falls into four categories:

--Weekly 2-page summaries or analysis papers that require you to produce cogent, clear, fluid prose that delivers as much meaning as possible in the space allotted. The 2-page limit is intentional so as to train you to distill your ideas down to their clearest, most precise form. Remember that less is more, so focus your analysis and support your claims with clarity and grace. (15%)

--Midterm examination-- This exam, while an instrument for determining how well you have mastered the material from the first half of the semester, also will provide you with an opportunity to flex your compositional muscles in a timed-test format. You will write a few short and one long essay within a proscribed amount of time so as to hone the skill of thinking on your feet and conveying those thoughts into lucid prose that convinces the reader of the validity of your position. **(10%)**

--Final paper-- Note that your final research paper will be

--no less than 10 (20 for graduate students) typewritten, double-spaced pages with 1" margins;

--replete with a properly formatted bibliography and foot/endnotes;

--written in stages starting with an annotated bibliography moving to a thesis statement & introductory paragraph, followed by 5 draft pages, then a rather full second draft, and then completed with a full, final draft of the paper.

**(25%)**

Graduate students are to compose and present a 20-minute research paper (20 pages, type-written, double-spaced, 12pt Times New Roman) to all seminar members during a special meeting at the end of the semester. Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor. As part of their research presentation, individuals are expected to respond to questions from both their peers and the instructor.

Undergraduate students are to compose and present a research paper (10 pages, type-written, double-spaced, 12pt Times New Roman). Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor.

--Running list of web sites, with proper URLs, that will serve as a reference guide not only for the paper, but for future work. You will provide a copy of your web site list to everyone in the class at the end of the semester. **(5%)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## **B. CLASSROOM POLICIES:**

1. Class begins promptly at 11 a.m. Be there on time and ready to work.
2. Class etiquette prohibits gum chewing, eating, or drinking.
3. Class etiquette requires that all cell phones and acceptable electronic devices are turned off and stowed securely in your bag.
4. Class etiquette requires that you listen to others, as you would have them listen to you, and, likewise, respect others as you would have them respect you.

## **C. Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **D. Accommodations due to disability:**

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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## SCHEDULE OF EVENTS

- T 15.1**  
Week 1      **\*\*Introduction to the course--Plan of action.**  
!!In-class reading of selections from Varlam Shalamov.
- T 22.1**  
Week 2      **\*\*Origins of the Gulag--In Jakobson read pp. 1-118.** Note that the author supplies a great deal of technical information in a somewhat dry style; do not let this deter you from finishing the assignment since Jakobson was the first scholar to provide a thoroughly researched history of the creation of the Gulag.  
++*Based on today's reading write a 2 pp. typewritten, double-spaced summary of a theme or chapter that you found especially compelling. You will share your comments with us and submit the written summary.*  
!!In-class discussion of Solovki accompanied by visual materials.  
&&Find one web site that focuses on Solovki and SLON.
- T 29.1**  
Week 3      **\*\*Origins of the Stalinist Gulag, another viewpoint--In Khlevniuk read pp. 1-53.** Note that Khlevniuk relies upon authentic archival documents to illustrate his thesis. In Solzhenitsyn GA TWO read pp. 142-167.  
++*Write a 2 pp. (typewritten, double-spaced) summary of ONE archival document. Why is the document important? How does it support Khlevniuk's thesis? What does the document reveal about the agents and victims in a given scenario?*  
!!In-class discussion of the Stalin White Sea-Baltic Canal/Belomor accompanied by visual materials.  
&&Find one web site that features the Belomor/White Sea-Baltic Canal.
- T 5.2**  
Week 4      **\*\*Origins of the Gulag, an American perspective.** In Applebaum read pp. 1-91. Anne Applebaum won the Pulitzer Prize for non-fiction for this book.  
++*Choose ONE chapter and summarize (in 2 typewritten, double-spaced pages) its main argument(s). Does Applebaum's approach differ from that of the other chroniclers of the Gulag we have read thus far? Can you detect her overall stance or theme on the Gulag based on this brief introduction?*  
!!In-class discussion of the Moscow-Volga Canal in text and image.  
&&Find one web site that features the Moscow/Moscow-Volga Canal.
- T 12.2\*\*"**The History of Our Sewage Disposal System**--Nobel-prize**  
Week 5      winning writer Aleksandr I. Solzhenitsyn describes, in his inimitable way, how the Gulag came into existence. In Solzhenitsyn read pp. 1-92 in GA Book 1.  
++*Write a 2-page DESCRIPTION/ANALYSIS of Solzhenitsyn's narrative style--tone, character portrayals, relationship to his subject. If you had to describe his narrative approach based on this excerpt, how would you describe it?*  
!!In-class discussion of Kolyma and Varlam Shalamov in text and image.

&&Find one web site that features Aleksandr I. Solzhenitsyn or Varlam Shalamov.

**T 19.2\*\***Collectivization, Industrialization, & the Kirov Murder--Preludes Week 6 to The Great Terror. In Khlevniuk read pp. 54-139.

++*Write a 2-page analysis in which you argue for or against the notion that the Kirov murder precipitated the onset of the Great Terror.*

!!Images of famine. Collectivization, and impending terror set against the backdrop of cinematic joy and celebration: *Jolly Fellows, Circus, Volga-Volga*. &&Find one web site that features a discussion of Soviet films of the 1930s, in particular the work of the director Aleksandrov.

**T 26.2\*\***The Great Terror--viewed by many as the pinnacle of Stalinist political, ideological, and social excess. In Khlevniuk read pp. 140-185, in Applebaum read pp. 92-117.

++*Based on the documents in Khlevniuk write a 2-page essay in which you describe, define, and contextualize the Great Terror.*

!!*Was the Great Terror really great or really terrifying? A guest lecturer will discuss the differing views among scholars as to the extent, significance, and consequences of this moment.*

&&Find one web site on the Great Terror.

**T 4.3** MIDTERM EXAMINATION--This exam will be comprised of two parts: short-answer, identification questions (20 minutes) in which you relate why and how a particular incident, person, or quotation is significant within the context of the Gulag; one essay question (45 minutes) that will afford you an opportunity to showcase your ability to construct and write a coherent argument in a constricted time frame.

Week 8

++*We will discuss your paper topics and brainstorm ideas for research projects.*

**T 11.3!!!!!!!!!!!!!!**SPRING BREAK--NO CLASS THIS WEEK!!!!!!!!!!!!!!

**T 18.3\*\***Life in the Camps--How and where did prisoners live? Can we differentiate among the camp experiences of various prisoners based on their places of incarceration, their sentences, and their character traits? In Applebaum read pp. 121-215.

Week 9

++*Write a 2-page analysis in which you discuss the veracity of Applebaum's sources. How do we know about life in the camps? Does the source of information invalidate the accuracy of the information?*

!!Life in the camps in images.

&&Find a web site that features the memoirs of a Gulag survivor.

**T 25.3\*\***Another version of life in the Gulag--In Solzhenitsyn, Book 1, read pp. 489-565 and in Book 2, pp. 198-227. How would you characterize the narrative tone of these accounts? What literary devices and figures of speech does Solzhenitsyn use to construct his narrative?

Week 10

*++Write up, in proper style/format (consult either the Chicago Manual of Style or The MLA Handbook for style outlines), a preliminary working bibliography for your paper. Annotate the bibliography by providing 1-3 sentences after each source that reveal why the source is useful and pertinent. We will discuss your bibliographies in class, so bring A COPY FOR EVERYONE.*

*&&Find a web site that discusses fictional/literary accounts about the Gulag's victims.*

**T 1.4**      **\*\*The Routine of Daily Life--**Can we ever really know what it was like to survive day-to-day in the camps? In Applebaum read pp. 344-444.

*++Write a thesis statement and an introductory paragraph for your paper-- typewritten and double-spaced. Make copies for everyone so that we can provide comments for revision.*

*&&Find a web site that discusses life in the Gulag.*

**T 8.4**      **\*\*The Gulag After WWII and Beyond--**The Gulag existed in the Soviet Union until its break-up in 1991. Even earlier M.S. Gorbachev had set about dismantling this gargantuan system of labor camps, prisons, and secret scientific institutes. In Applebaum read pp. 460-563.

Week 12

*&&Find a web site that discusses "The Thaw" after the 20th Party Congress.*

**T 15.4** **\*\*Victims of the Camps--**Who? Where? Why? In Applebaum read pp. 564-586; in Khlevniuk read pp. 287-344. Remember that Khlevniuk describes only the period through 1937, whereas Applebaum looks at the entire life of the Gulag system.

Week 13

*++Bring in a written draft of the first 5 pages of your paper. Even if you believe these pages to be incomplete, bring them in so that we can provide some collective commentary and feedback. Bring in a COPY FOR EVERYONE.*

**T 22.4** **\*\*In-Class paper workshop--**come to class ready to discuss your classmates' papers, to present your own paper, and to analyze what conclusions we can draw from our study of the Gulag.

Week 14

*++Class Evaluations.*

**THE FINAL DRAFT OF YOUR PAPER IS DUE THE DATE OF THE FINAL EXAM BY 10:30 A.M. YOUR PAPER MUST BE SUBMITTED TO ME AT MY OFFICE, 1041 PATTERSON OFFICE TOWER. I'LL BE WAITING FOR YOU☺! Note that you must submit a hard copy of the paper as well as an electronic copy of the paper. Both copies MUST be submitted by the time of the final exam.**

## Ellis, Janie

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**From:** Nikou, Roshan  
**Sent:** Monday, December 16, 2013 9:24 AM  
**To:** Blackwell, Jeannine; Blonder, Lee; Brothers, Sheila C; Ellis, Janie; Ett, Joanie M; Gebert, Frieda; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M  
**Cc:** Chesnut, Lorie W; Perkins, Andrea L; Skinner, Steve; Rouhier-Willoughby, Jeanmarie; Lindlof, Thomas R  
**Subject:** GC Transmittals  
**Attachments:** MCH Certificate Revision Complete-signed.pdf

TO: Lee Blonder, Chair and Sheila Brothers, Coordinator  
Senate Council

FROM: Jeannine Blackwell, Chair and Roshan Nikou, Coordinator  
Graduate Council

The Graduate Council approved the following proposals and is now forwarding them to the Senate Council to approve. Attached file is not accessible via eCats' workflow.

GC in Maternal and Child  
CPH 714 Maternal and Child Health Information  
CPH 715 Perinatal Epidemiology  
MGT 624 Entrepreneurship and Business Start Ups  
MGT 690 Strategic Thinking and Analysis  
RUS 525 Literary Studies (subtitle required)  
RUS 545 Cultural Studies (Subtitle required)  
RUS 555 Topical Seminar (subtitle required)  
MAS 505 Media and Popular Culture

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