

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: RUS 125

Proposal Contact Person Name: Jeanmarie Rouhier-Willoughby Phone: 7-1756 Email: j.rouhier@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Russian, DUS	6/30/10	Gerald Janecek / 7-7025 / gjanecek@uky.edu	<i>Gerald Janecek</i>
MCL Russian, Director	6/30/10	M. Inoue / 7-7024 / msinoue@uky.edu	<i>M. Inoue</i> YF
MCL, Chair	6/30/10	T. Fiedler / 7-3761 / tfiedler@uky.edu	<i>Theodore Fiedler</i>
A&S EPC	9/21/10	R. Roorda / 7-1033 / roorda@uky.edu	<i>Rudolf Roorda</i>
A&S Dean's Office	9/21/10	Anna Bosch / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval			
		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: AS Today's Date: 5/25/10
- b. Department/Division: MCL/Russian and Eastern Studies
- c. Contact person name: Jeanmarie Rouhier-Willoughby Email: j.rouhier@uky.edu Phone: 7-1756
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: RUS 125
- b. Full Title: Mapping Russia: Subtitle required
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture _____ Laboratory¹ _____ Recitation _____ 1 Discussion _____ Indep. Study _____
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course examines how the sense of a place can define socio-cultural identity. It studies how places become living, breathing entities that take on a life of their own. They shape the people who live within them and the history of their nation. Places resonate in the art and literature produced in them and play a profound role in the nature of the artistic expressions themselves. Possible topics include: Saint Petersburg, Siberia, Moscow, Vladimir/Suzdal, Vladivostock.
- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
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? 60
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: Designed to satisfy GenEd Intellectual Inquiry in the Humanities for freshmen
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: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
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) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)
- 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.

⁵ In order to change a program, a program change form must also be submitted.

Mapping Russia: Saint Petersburg
RUS 125

Jeanmarie Rouhier-Willoughby
Office: POT 1049
Telephone: 7-1756
Office Hours: M 3:30-4:30, T 2-3, W
11-12 and by appt.
web: <http://www.uky.edu/~jrrouhie/>
e-mail: j.rouhier@uky.edu

Texts:

- 1) Lincoln, *Sunlight at Midnight*
- 2) Dostoevsky, *Crime and Punishment*
- 3) Bely, *Petersburg*
- 4) Gogol, *Plays and Petersburg Tales*
- 5) Clark, *Petersburg: Crucible of Cultural Revolution* (optional)
- 6) Selected poems on Petersburg

Course Goals: To introduce the issues central to the concept of place and the role of Saint Petersburg in the history, culture, and literature of Russia.

Learning Objectives:

- 1) to describe the concept of place and space in a society's imagination (meets IHH 3.4);
- 2) to identify the role Saint Petersburg played in the development of modern Russia (meets IHH 1, 2, 4);
- 3) to explain the image of Saint Petersburg and its role in Russian culture (meets IHH 1, 2, 3, 4);
- 4) to compare artistic approaches to the city of Petersburg from its founding to the present day (meets IHH 1, 4) ;
- 5) to develop critical and analytic skills of written and visual (art/film/dance/drama) textual materials (meets IHH 1, 4, 5).

Course Requirements:

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

Grading Scale:

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

E-mail/Homework: You must have a UK e-mail account and access to the web. Some days 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 class 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.

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 for each day. 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 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.

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 assigned 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 Schedule (as far as we can predict it)

- W 8/23 Introduction to the course/Discussion of your essays on the notion of place and identity
- M 8/29 Beginning discussion of the founding and early years of Saint Petersburg
BEFORE CLASS READ: Lincoln, pp. 1--79
- W 8/30 Continue discussion of the early years of Saint Petersburg
BEFORE CLASS READ: Lincoln, pp. 80-102
- M 9/4 No class--Labor Day
- W 9/6 Begin discussion of *The Bronze Horseman*
BEFORE CLASS READ: *The Bronze Horseman*; Lincoln, pp. 105-146
- M 9/11 Continue discussion of *The Bronze Horseman*
BEFORE CLASS READ: Gogol, pp. 3-61
- W 9/13 Begin discussion of *The Petersburg Tales*
BEFORE CLASS READ: Gogol, pp. 115-145
- M 9/18 Finish discussion of *The Petersburg Tales*
BEFORE CLASS READ: Gogol, pp. 146-178; Lincoln, pp. 149-170
- W 9/20 Begin discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 1-74
- M 9/25 Continue discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 75-165; Lincoln, pp. 171-195
- W 9/27 Continue discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 166-236

- M 10/2 Continue discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 237-303
**Last day to meet to discuss paper 1
- W 10/4 Continue discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 304-369
- M 10/9 Finish discussion of *Crime and Punishment*
BEFORE CLASS READ: Dostoevsky, pp. 370-465
**Paper 1 due
- W 10/11 Begin discussion of the Silver Age Poets
BEFORE CLASS READ: Akhmatova, Mandelstam; Lincoln, pp. 196-227
- M 10/16 Continue discussion of the Silver Age Poets
BEFORE CLASS READ: Clark, pp. 1-53
- W 10/18 Discuss the World of Art movement
BEFORE CLASS READ: Clark, pp. 54-73
- M 10/23 Begin discussion of *Petersburg*/Guest Lecture
BEFORE CLASS READ: Bely, pp. 1-96
- W 10/25 Continue discussion of *Petersburg*
BEFORE CLASS READ: Bely, pp. 97-168
- M 10/30 Continue discussion of *Petersburg*
BEFORE CLASS READ: Bely, pp. 169-216
- W 11/1 Continue discussion of *Petersburg*
BEFORE CLASS READ: Bely, pp. 217-264
- M 11/6 Continue discussion of *Petersburg*
BEFORE CLASS READ: Bely, pp. 265-293
- W 11/9 Finish discussion of *Petersburg*
BEFORE CLASS READ: Lincoln, pp. 228-265
- M 11/13 Begin discussion of *The Twelve*
BEFORE CLASS READ: Blok
- W 11/15 Finish discussion of *The Twelve*
- M 11/20 In-class work on final projects
**Last day to meet to discuss paper 2

W 11/22 Discussion of the films of Saint Petersburg/Guest Lecture
Assignment TBA

M 11/27 Discussion of the films of Saint Petersburg/Guest Lecture
Assignment TBA

W 11/29 Course Wrap up
BEFORE CLASS READ: Lincoln, pp. 268-365
**Paper 2 due

M 12/4 Presentation of final projects

W 12/6 Presentation of final projects

F 12/8 Presentation of final projects

Final Project Due: Monday, December 11 by 1 p.m. in my office

General Education Course Submission Form

Date of Submission: 5/25/10

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

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" 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 125 Credit hours: 3

Course Title: Mapping Russia: Subtitle Required

Expected Number of Students per Section: 60 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

Name: Jeanmarie Rouhier-Willoughby Email: j.rouhier@uky.edu

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 Fiedle Date: 5/6/10

Dean: Anna R. K. Bosch *ARK Bosch* Date: 9/21/10

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

RUS 125 Mapping Russia (subtitle required) has been designed to meet the requirements for *Intellectual Inquiry in the Humanities*. The course studies a particular city or region and its connection to Russian cultural life (including art, film, and literature) and to Russia's social, political, and social history as a nation. A general theme is the role that space and place play in the self-perception and imagination of a people. While this is a new course, a prototype has been taught under the auspices of the Discovery Program. The course addresses the Learning Outcomes for Intellectual Inquiry in the Humanities as follows:

Learning Outcome 1: Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. This course examines the various artistic approaches to a place and its historical role within Russian's development as a nation. Students learn about these interpretations and compare them, assessing their role in Russia's history. They will evaluate these approaches both in class discussion and in their papers. For example, in the course on Petersburg (sample syllabus provided) students compare Pushkin's and Gogol's approaches to the city. In their second paper, they evaluate the role Saint Petersburg played in Dostoevsky and in Bely's works. These papers are based on historical studies about the city as well as on theoretical approaches to the literature they read, the visual arts they see and theatrical performances they watch. They also consider a variety of theories about how place and space are conceived, assessing and comparing these approaches.

Learning Outcome 2: Demonstrate the ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. Students study the history of Russia, as conveyed by its art and literature, examining how attitudes toward a particular place change over time. In the Petersburg version of the course, we focus on how various social

constituents viewed the city, e.g., Peter the Great saw the city as a means to westernize Russia and a beacon of enlightenment to a benighted populace. In contrast, some authors see it as a place of madness and cultural decay or as the source of revolutionary change and danger to the same populace. Saint Petersburg then becomes a living, breathing part of the cultural imagination, which is reconceived depending on political and artistic stances. This shifting attitude illuminates the nature of historical, literary, and artistic schools and how their conversations draw from one another.

Learning Outcome 3: Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. Students will therefore analyze and interpret at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research). This course addresses the notion of place and space as the basis for cultural understanding of Russia's artistic, literary, and historical developments. Students compare these developments to those in their native countries. They read a variety of literature about the place, writing two long papers as well as shorter, weekly homework assignments on these issues. Their final group project, the topic of which varies, draws on the entire course to study one theme in the history of the city. For example, students in the Petersburg course wrote on Petersburg as a revolutionary city, Petersburg (aka Leningrad) in World War II, Petersburg and its role in the development of the Russian ballet, and Petersburg as a key step in the debate over the westernization of Russia.

Learning Outcome 4: Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. Students

become familiar with the essential components of literary, artistic, and historical analysis. They read criticism and historical studies of the city as well as literature. Both their written and in-class work focuses on cultural analysis, how it is approached (and has been approached over time), and what underlies the assumptions of various theories.

Learning Outcome 5: Demonstrate the ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. The student's analysis should demonstrate appropriate information literacy in a particular discipline of

the humanities. Students write two long papers and a final project on literary/artistic works related to the city/region under consideration in the course, (detailed above and in the syllabus).

These assignments form the basis for 75% of the course grade and allow students to demonstrate all five learning outcomes, not only this final objective. Improving writing and analytical abilities, as well as appropriate research skills, are central goals of the course. To this end, students read and discuss a variety of literature, visual materials (art and film) and historical texts to show the interconnection between humanities disciplines as well as to provide the basis for solid critical argumentation of a thesis related to the role of a place in a nation's cultural, social, and political history. Any one of these papers could serve as the basis for the assessment process.

RUS 125 Mapping Russia (subtitle required) has been designed to meet the requirements for **Global Dynamics**. The course studies a particular city or region and its connection to Russian cultural life (including art, film, and literature) and to Russia's social, political, and social history as a nation. Furthermore, students engage in this intensive study of a Russian city or region with an eye toward extrapolating the Russian experience beyond the borders of Russia: Students learn that the experiences of another culture can be just as useful for and revealing about their own culture. The course's overriding theme is the role that space and place play in the self-perception and imagination of a people, a method of inquiry that will enable students to analyze not only the Russian situation, but other global regions as well. While this is a new course, a prototype has been taught under the auspices of the Discovery Program. The course addresses the Learning Outcomes for Global Dynamics as follows:

Learning Outcome 1: Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world. A study of a Russian city/region will enable students to examine how Russian society differs from their own—what social, cultural, economic, and political influences have produced modern Russia, especially vis-à-vis its role in 21st century global politics? Russian culture, with its blend of western and eastern elements, philosophies, and cultural practices, provides students with a complex, yet intriguing case study in how a nation grapples with diverse peoples and influences.

Learning Outcome 2: Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community. A thorough examination of the development of a Russian city/region brings with it the opportunity to interrogate how a lack of civic participation on the part of a majority of the population affects the outcome of political and economic tensions. Moreover, a case-study of a Russian region provides students with an understanding of how the Russian experience affects

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not only its own citizens (among whom are diverse nationalities and religious groups) but the greater world as well.

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. Central to the exploration of any Russian region/city is the tension between pre- and post-revolutionary Russia, as well as between the USSR (1917-1991) and the Russian Federation. These comparisons will afford students an opportunity, through the readings, class discussions, and papers, to examine how Russian and Soviet society tried to balance the conflicts and ethical dilemmas that arose as Russian moved from a predominantly agrarian nation to a world super-power to a post-Soviet nation. In the case of Russia, both individual and collective decision-making is writ large on the development of its society and culture.

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. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period. The course is devoted to the study of a particular Russian city/region and will trace the development of that area into the 21st century. The role of Russia as a powerbroker and international player in the 21st century cannot be overemphasized; hence the course will afford students the opportunity to explore how Russia is managing its contemporary role in world politics while attending to domestic issues.

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. Reading and conducting basic research for course papers and a final project will enable

students to explore how local practices in a particular Russian city/region both reflect and diverge from similar practices in the broader global context. The intention is to reinforce in students the notion that the examination of a culture distinct from one's own offers lessons both within the context of that culture and within one's own culture.

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; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power

and resistance. Especially important in the Russian context are the notions of power and

resistance (or often the lack of it) and societal change over time. The course will allow students

to follow the development of a city/region over the course of a given time period in order to

document the changes that have occurred, the institutions/people who prompted these changes,

and the social systems that prevented resistance and sought to subvert the power structure. In

addition, inevitably discussions of these cities/regions will illuminate issues that provide a

comparison with the students' own experiences and therefore present a rich teachable/learning

moment for the students.