

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2019-2020 SLAV 499: Soviet Childhood
(Fall Term)

Instructor: **Dr. Iryna Skubii**

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Time: T R 14:00-15:20

Place: HC 1-15

Office Hours: W 10:00-14:00,
or by appointment

Course Prerequisite: consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Course Description, Objectives and Expected Learning Outcomes:

Students will explore the social and everyday life of children in Soviet Union. During this course childhood will be examined in various social spaces, landscapes and time periods: home, school, summer camps, orphanages, war, and famine. Special attention will be paid on the influence of Communist ideology and national differences among the Soviet republics on children's life. (Emphasis is on Ukrainian and Russian republics, but other areas of the Soviet Union also explored).

After completing the course, students will be able to demonstrate general understanding of Soviet childhood politics; define and discuss some of the key terms and concepts related to upbringing, education and everyday life of Soviet children; discuss certain cases of construction of children's identity in Soviet society.

Course Format: The objectives of this course will be learned from a combination of formal lectures, assigned readings, discussions and audiovisual materials.

Texts:

A selection of articles available on e-class.

Required literature:

Kirschenbaum, L. A. (2001). *Small comrades: revolutionizing childhood in Soviet Russia, 1917-1932*. New York: Routledge Falmer.

Kelly, C. (2007). *Children's world: growing up in Russia, 1890-1991*. New Haven [Conn.]: Yale University Press.

Ball, A. M. (1994). *And now my soul is hardened: abandoned children in Soviet Russia, 1918-1930*. Berkeley: University of California Press.

Frierson, C. A., & Vilenskiĭ, S. Samuilovich. (2010). *Children of the Gulag*. New Haven [Conn.]: Yale University Press.

DeGraffenried, J. K. (2014). *Sacrificing childhood: children and the Soviet state in the Great Patriotic War*. Lawrence, Kansas: University Press of Kansas.

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 3, 2019

Add/Delete Date: September 16, 2019

50% Withdrawal Date: October 3, 2019

Withdrawal Date: November 29, 2019

Last Day of Class: December 6, 2019

Final Exam Date: N/A

Date of Deferred Final Exam (if applicable): Please consult the following site:

<https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations> (Exams)

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Grade Distribution (see “Explanatory Notes”):

Class attendance and participation in class discussions (Sep 3 – Dec 6, 2019):	20%
Response essay (due September 27, 2019):	15%
A brief presentation of your response essay:	5%
Memoir / Source essay (due November 1, 2019):	15%
A brief presentation of your memoir essay:	5%
Final project/Case study:	
Presentation (December 3-5, 2019)	15%
Written copy (December 13, 2019)	25%

Explanatory Notes on Assignments:

Please footnote or endnote all ideas, arguments, or facts that you derive from sources such as books, articles, or lectures. Page lengths for essays assume a Times New Roman 12 pt. font, one inch margins and double-spaced text.

Response essay:

At the end of week 4, you should write a short, 3-4 pages (double spaced) response essay. Think about the meaning of being a child in the Soviet Union and the influence of the Communist ideology as well as the system of education and upbringing on children's lives. Pick one of the questions discussed during the previous lectures and focus on special aspects while writing your paper.

Response essays brief presentations:

Beginning week 4, we will begin each class with these brief presentations/discussions that stem from students' response essays. This presentation entails 3 min presentation of your issue, followed by 3-5 min discussion with the class.

Memoir / Source essay

Beginning week 8, we will begin discussing memoir essays. You should write a short essay, 4-5 pages, about one of the personal narratives or Soviet children's literature (The list of readings for analysis will be given in the class). The essay should concisely summarize the contents of a book or document and the perspective of the author, critically assess its value as a primary source for studying and understanding the Soviet, post-Soviet, Eastern European history, and childhood studies in general.

Final project/Case study:

Students will study a case of what did mean to be a child in the Soviet Union, within the framework of theoretical framework of children studies and analysis developed in class. You should select the research topic among the proposed and confirmed it by October 11. Your initiative is very welcomed, and you may also suggest any other topic of your interest within the course after consultation.

The project will consist of a written research paper (8-10 pages), where you should provide a brief introduction to the topic, a short background, main ideas and concluding remarks. The main section of the project should start from the theoretical framework of problem and discuss the most valuable facts and details of selected topic. The final section should present a summary of your project and suggest ideas for future research in this field. The paper should have a list of references with full bibliographical information of the cited book and sources, alphabetical by author, for all sources used (and consistently formatted: you may consult either MLA or APA or other system). Include URLs for any materials that you retrieved from the internet and include the date of access.

Final project/Case study presentation:

Each student will present his/her project during the last week of classes. Your presentation should include a Powerpoint with 8-10 slides based on the structure of your research project. It should be about 10 min. long, plus 5 minutes for the further discussion in class.

Powerpoint guidelines: Content slides normally include text, images, graphics that assist the presentation. Please make sure not to put too much text or images and only the main points of your research paper. Please follow the structure of your paper. At the end of your presentation, include a list of references (see guidelines for research paper).

After presentation, you will have the opportunity (until December 13) to revise your final project based on reviewers' comments and colleagues' questions, and submit the paper for a final mark by the deadline (December 13).

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, regular attendance is essential. In cases of potentially excusable absences due to illness or domestic affliction, please, notify by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult with instructor by e-mail (better do it before or at once you know that you will miss a class). Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. Every class each student will be assigned a grade for class participation and preparation for class (20% out of all course grades). All assignments should be handed in on the stated deadline.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension (just one time throughout the course).

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of

the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59