

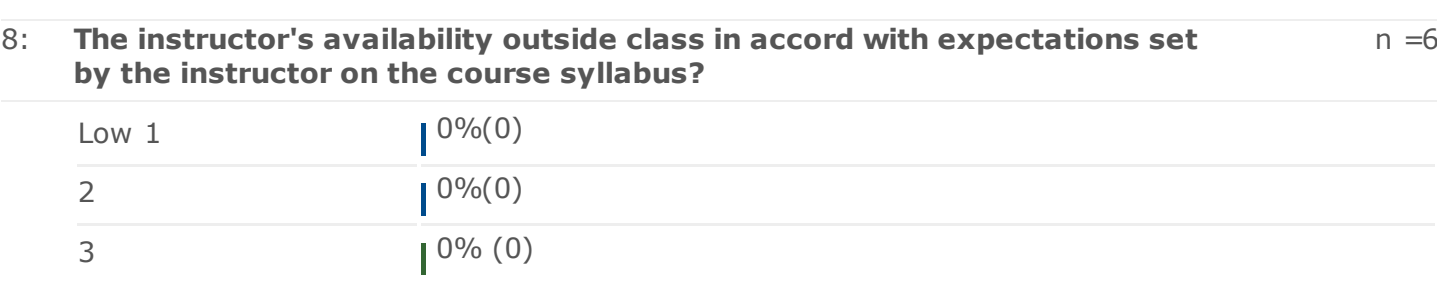
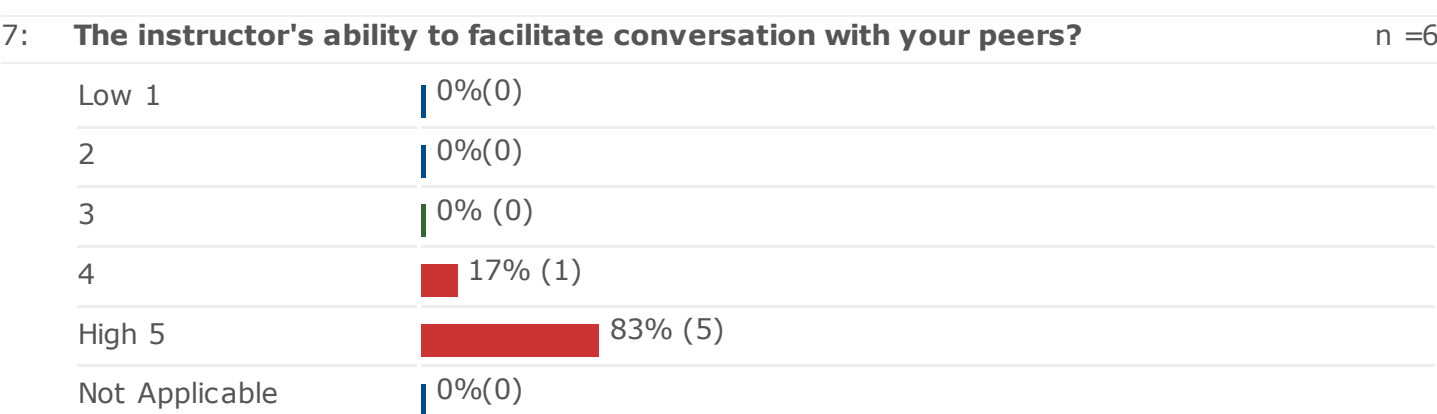
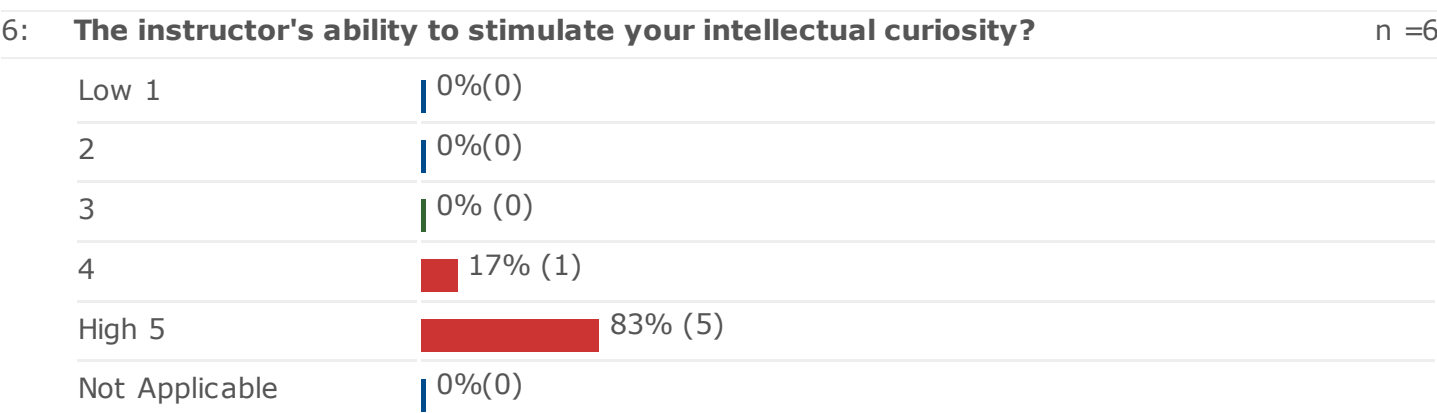
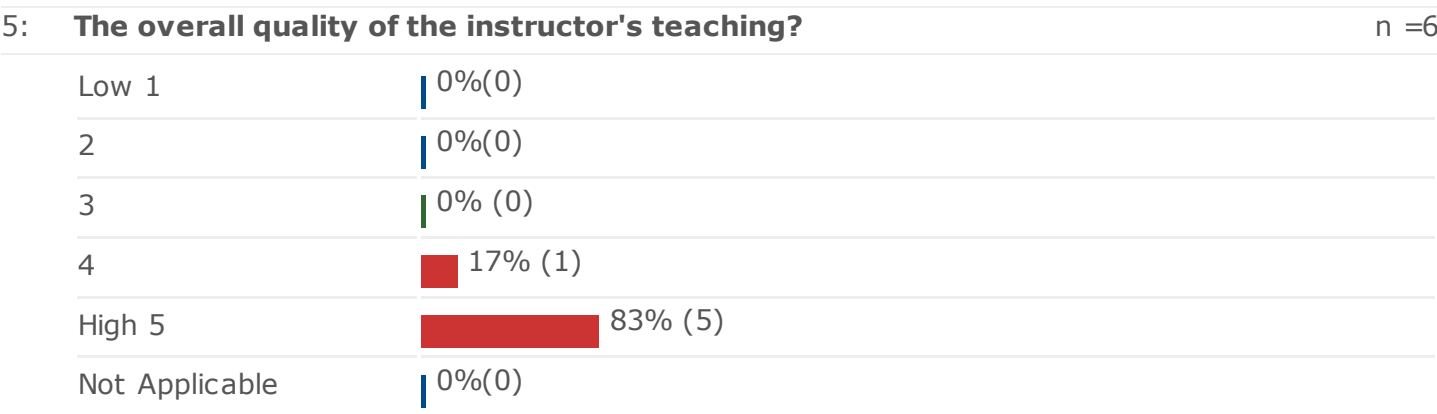
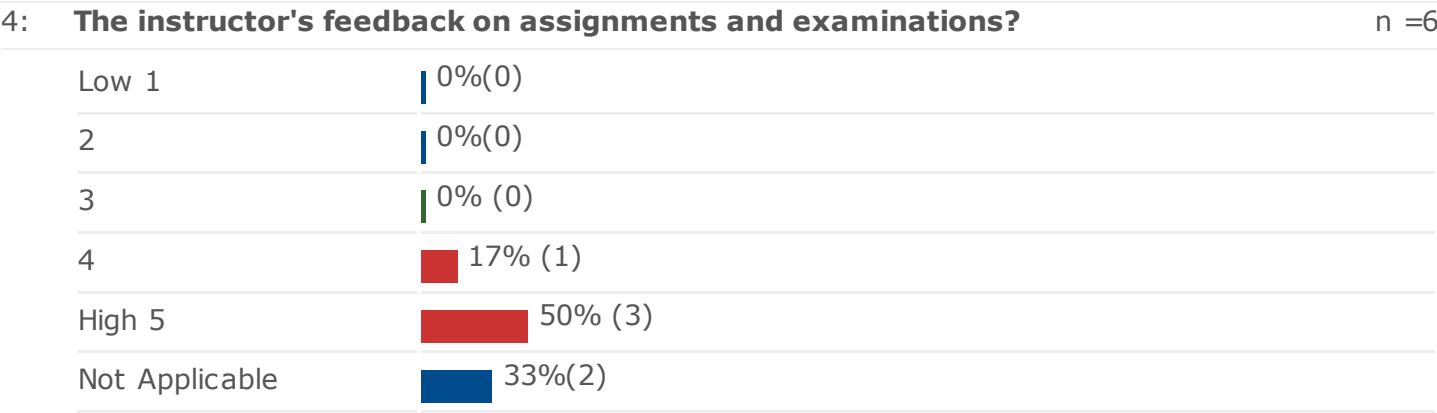
Report: **Graph Distribution**

Course:	<b>RACE-ETHN-NARR IN RUSS EMPIRE (CLRSW4190_001_2012_1)</b>
Instructor:	<b>Stanton Rebecca</b>
Evaluation:	<b>Barnard - Lecture/Seminar - Spring 2012</b>
Dates:	<b>April 23, 2012 - May 03, 2012</b>
No. of Respondents:	6
No. of Students:	6
Percent Completed:	<b>100%</b>

**INSTRUCTOR**

**How would you evaluate:**

1:	<b>The instructor's responsiveness to student participation in class?</b>	n =6
Low 1	<div><div></div></div> 0%(0)	
2	<div><div></div></div> 0%(0)	
3	<div><div></div></div> 0% (0)	
4	<div><div></div></div> 17% (1)	
High 5	<div><div></div></div> 83% (5)	
Not Applicable	<div><div></div></div> 0%(0)	
2:	<b>The instructor's effectiveness in communicating the subject matter?</b>	n =6
Low 1	<div><div></div></div> 0%(0)	
2	<div><div></div></div> 0%(0)	
3	<div><div></div></div> 0% (0)	
4	<div><div></div></div> 0% (0)	
High 5	<div><div></div></div> 100% (6)	
Not Applicable	<div><div></div></div> 0%(0)	
3:	<b>The instructor's timeliness in returning papers and exams?</b>	n =6
Low 1	<div><div></div></div> 0%(0)	
2	<div><div></div></div> 0%(0)	
3	<div><div></div></div> 0% (0)	
4	<div><div></div></div> 33% (2)	
High 5	<div><div></div></div> 33% (2)	
Not Applicable	<div><div></div></div> 33%(2)	



4	<div><div></div></div> 0% (0)
High 5	<div><div></div></div> 100% (6)
Not Applicable	<div><div></div></div> 0%(0)

## COURSE

### How would you evaluate:

1: **The organization of the course (e.g. its structure, format, sequence, pace?)** n =6

Low 1	<div><div></div></div> 0%(0)
2	<div><div></div></div> 0%(0)
3	<div><div></div></div> 17% (1)
4	<div><div></div></div> 33% (2)
High 5	<div><div></div></div> 50% (3)
Not Applicable	<div><div></div></div> 0%(0)

2: **The clarity of course objectives?** n =6

Low 1	<div><div></div></div> 0%(0)
2	<div><div></div></div> 0%(0)
3	<div><div></div></div> 0% (0)
4	<div><div></div></div> 17% (1)
High 5	<div><div></div></div> 83% (5)
Not Applicable	<div><div></div></div> 0%(0)

3: **The overall quality of the course?** n =6

Low 1	<div><div></div></div> 0%(0)
2	<div><div></div></div> 0%(0)
3	<div><div></div></div> 0% (0)
4	<div><div></div></div> 50% (3)
High 5	<div><div></div></div> 50% (3)
Not Applicable	<div><div></div></div> 0%(0)

4: **The extent to which the course requirements and grading standards were clearly defined?** n =6

Low 1	<div><div></div></div> 0%(0)
2	<div><div></div></div> 0%(0)
3	<div><div></div></div> 17% (1)
4	<div><div></div></div> 0% (0)
High 5	<div><div></div></div> 83% (5)

Not Applicable	0%(0)
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**because of personal interest**

a	<div><div></div></div> 33%(2)
b	<div><div></div></div> 17%(1)
c	<div><div></div></div> 0% (0)
d	<div><div></div></div> 33% (2)
e	<div><div></div></div> 17% (1)
Not Applicable	<div><div></div></div> 0%(0)

5: **I expect to earn a grade of: a) A or A- b) B+ or B c) B- or C+ d) C or below e) P/D/F** n =6

a	<div><div></div></div> 67%(4)
b	<div><div></div></div> 17%(1)
c	<div><div></div></div> 0% (0)
d	<div><div></div></div> 0% (0)
e	<div><div></div></div> 0% (0)
Not Applicable	<div><div></div></div> 17%(1)

**Thank you for helping to improve Barnard courses.**

**Course Specific Items**

- 1: **This course breaks new ground for the Slavic Dept. Have you any ideas for improving its overall structure? E.g.: should there be more secondary readings? more/less focus on particular issues (e.g. ethnography, translation, colonialism) or areas/peoples?** n = 6
- 2: **Are there any specific books (or other media) that you would like to see added to/removed from the syllabus?** n = 6

Report: **Comments**

Course:	<b>RACE-ETHN-NARR IN RUSS EMPIRE (CLRSW4190_001_2012_1)</b>
Instructor:	<b>Stanton Rebecca</b>
Evaluation:	<b>Barnard - Lecture/Seminar - Spring 2012</b>
Dates:	<b>April 23, 2012 - May 03, 2012</b>
No. of Respondents:	6
No. of Students:	6
Percent Completed:	<b>100%</b>

**What did you value most about your instructor's teaching methods?**

1. Professor Stanton is a great, greta teacher. She is brilliant, funny, approachable, but what I like best is that she holds herself to such a high standard of intellectual curiosity that students cannot help but strive to do the same.

2. I valued Professor Stanton's ability to engage the entire class in a discussion of the works.

3. Professor Stanton is clearly very knowledgeable and interesting--I appreciated that she evidently put a lot of work into researching the authors we read, and brought interesting, often polemical secondary sources to our class discussions. She was always very open to discussing the

works both in and outside of class.

4. Stanton offers interesting questions for our conversations. I appreciate her readiness to incorporate other media/materials (her fondness for maps was particularly helpful). The class blog was a great way to initiate discussions.

5. Intellectual curiosity rubs off. Professor Stanton's synthesis of so many fields of knowledge is energizing. Especially applicable to subject material like this- where the material requires literary, anthropological, and ethnographical lenses.

6. She interacts so well with students during seminar discussions, responding to student comments in a way that helps guide us through the text.

### **What improvements in the instructor's teaching would you recommend?**

1. no comments

2. no comments

3. Sometimes I wished that we had more of a class plan--we could have used a little more structure in some of the classes, when it was more difficult to find something interesting in the text to discuss.

4. no comments

5. I guess encouraging/enabling greater engagement between the students and the theoretical sources informing the class structure. This is to say, Professor Stanton is brilliant and we could benefit from her making visible some more of the connections between the class material's intellectual threads.

6. None, she's great!

### **Why did you take this course?**

1. I took this course for a) the Global Core and b) my major (and c) self-edification).

2. Major requirement and personal interest

3. I took this course because it not only fills the Global Core requirement, but is relevant to my major (Russian literature).

4. I always find these kinds of questions rather silly. I took the course because I am interested in the subject matter.

5. When else do I get a chance to read the "classics" of Central Asian and Siberian literature?

6. Interest in the subject area, which is basically NEVER taught -- it's so exciting to see a class on non-Russian literature from the Russian/Soviet empire!

### **What did you value most about this course? In what ways did the course meet your expectations? Explain why you would or would not recommend this course.**

1. I would definitely recommend this course, particularly to students who already know a bit about the Russian region. It was wonderful to supplement all of the Russian literature, etc. that I've studied here with other perspectives.

2. I valued the way it provided a survey of literature from the Russian nation that is not part of the classic literary canon.

3. I feel that I was exposed to literature that I would never have found on my own, and which was not only for the most part enjoyable, but really added to my understanding of artistic climate of the Soviet Union. I would recommend this course, but probably only to someone with an interest in Russian studies.

4. This course met my expectations insofar as it is in fact a course on race, ethnicity and narrative in the Russian/Soviet empire. I value this course because it exposed me to certain authors/texts which I otherwise would probably not have read. I would recommend this course to others wishing to learn more about this subject.

5. I valued the enthusiasm with which the students and professor engaged with obscure (but valuable) knowledge. I would recommend this course to someone who believes, as biochemist/sinologist Joseph Needham's father always said, "all knowledge is of value."
6. I really appreciate Prof. Stanton's efforts to open our eyes to the incredible wealth of non-Russian culture and literature that's to be found in the Russian/Soviet empire. I learned so much.

**What improvements would you like to see in the organization and content of this course?**

1. This was the first time that Professor Stanton taught this course, so I'm sure this will change any way, but I think the reading list is still being worked out. For example, I'm not sure that we needed to read quite as much as we did from the "They Found Their Voice" anthology, and I understand why we read the travelogue, but I'm not sure that it really fit into the rest of the course.
2. I would like to see more secondary-source readings built into the curriculum.
3. I think it would have been more helpful to devote more structured time to learning about the history and culture of the regions we studied, especially when the readings were not as fruitful. For instance, instead of reading as much of the anthology "They Found Their Voice" as we did, it would have been helpful to do some short secondary readings on the history of the regions from which these texts were drawn. Although through our discussions and some individual research I was able to glean the broad outline of important events, it would have been useful for us all to have some baseline knowledge.
4. no comments
5. no comments
6. The novels were the most engaging, so maybe next time the course could focus more on novels than shorter stuff like the folk tales. But it's all important, so I really don't know.

**How much effort did you put into this course versus comparable courses? Did the course inspire you to put in extra time and effort, over and beyond what was required?**

1. I put about as much effort into this course as I did other non-Russian language Russian literature courses. (All Russian lit classes are inspiring, Courseworks Evaluation Forms.)
2. This course did inspire me to put in more effort than I traditionally would have.
3. I certainly did every page of the reading for this class. I don't think I necessarily went above and beyond, but was interested enough in the subject material to spend a long time researching and writing my final paper (genuinely out of interest, and not from an urge to just be done with it).
4. The workload for this course was fairly reasonable. While I may not have gone "over and beyond what was required" I was always motivated to do the readings.
5. no comments
6. Yes, the course inspired me to read other materials that weren't assigned for the course.

**Course specific items**

**This course breaks new ground for the Slavic Dept. Have you any ideas for improving its overall structure? E.g.: should there be more secondary readings? more/less focus on particular issues (e.g. ethnography, translation, colonialism) or areas/peoples?**

1. I would have loved to have had a class or two on the expat populations in Russia (i.e. the Germans around the Volga (I hope I got that right)). I think we alluded to them fairly frequently, so I think that might have been an interesting addition to the syllabus.
2. I would like more focus on issues of colonialism and its legacy in the region.
3. -Stronger focus (or at least more structured common information) on history/culture... - Sometimes I felt that we were belaboring the point of national identity, rather than focusing on literary aspects; if we had a stronger background in national issues, there would be less pressure to read this into the texts.

4. Perhaps a few more secondary readings would have been helpful. Although it did have some nice surprises, I would cut down the readings from the "They Found Their Voice" anthology. I don't know if any of his other works have been translated, but it would be great to have another book by Hamid Ismailov.

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5. More secondary readings could be helpful. Structuring the texts thematically/conceptually- any of the "particular issues" in the question- could be effective. Geographical organization is effective, but I think the material could be tied together in other knots too.

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6. I do think that some more secondary reading (background, history) would be helpful. I might lose some of the shorter works in favor of secondary sources, even if that means that some regions go unrepresented. You can always leave them on the syllabus under "further reading" in case some student has a specific interest in that region.

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**Are there any specific books (or other media) that you would like to see added to/removed from the syllabus?**

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1. As I mentioned above - I'm not sure the travelogue fit in with the rest of the syllabus.

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2. I would like to see fewer "They Found Their Voice" stories, and more stories from various regions that are not part of this anthology (if they are available).

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3. To be perfectly honest, many of the stories from anthologies ran together. It would be more productive to select a few of them to discuss in depth. The Central Asian literature was the most interesting for me; I wonder if the class might benefit from reducing the scope of regions covered somewhat.

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4. It would be great if we could watch a few more films. It could be valuable to actually hear some of the languages spoken by the many peoples we've studied in the course. I understand that it is difficult to fit these into the syllabus. Perhaps there could be optional film screenings outside of class meetings. I also noticed that many of the texts we read emphasize the importance of music in their cultures. It would be great if we could listen to the various kinds of instruments/songs that are mentioned in the texts

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5. Journey Beyond Three Seas was a great addition to the text and context. I think any other movies and music would be excellent. Maybe some listening sessions? It'd be awesome to listen to an hour of Caucasian or Central Asian music inside or outside of class time.

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6. I think films should be added to this course.

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