

STILL MOVING? DIASPORAS IN COMPARATIVE PERSPECTIVE
ПО-ПРЕЖНЕМУ В ДВИЖЕНИИ? ДИАСПОРЫ В СРАВНИТЕЛЬНОЙ ПЕРСПЕКТИВЕ
School of Advanced Studies
Quarter 4, April 13 to June 11, 2020

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Available for consultation via pre-scheduled Zoom appointment

Contact Hours: 64

Type of Course: Elective

Meeting Times: Monday, 14:20-15:50; Wednesday, 14:20-15:50; Saturday 10:40-12:10

Related Minors

This course counts toward the minors in Anthropology & Sociology and History.

Course Description

In our increasingly interconnected and globalized world we wonder how international migration transforms receiving societies, sending states, and migrants themselves. Media pundits, experts, and scholars no longer view migrant cultures as entrapped and frozen in the countries of destination. Instead they emphasize the transnational experiences of moving populations. Migrants actively shape their lives, participate in global cultural change and stay involved “here and there.” Exactly for this reason the course adopts a diasporic lens. Originally, the term “diaspora” referred to the ancient Jewish, Greek, and Armenian dispersions – the reputed “classical diasporas.” In recent decades the meaning of “diaspora” has been expanded to include migrant, refugee and émigré populations as groups defined primarily in relation to their historic “homelands.” Therefore, in this course we will explore to what extent the archetypical diasporas can serve as a useful analytical framework for understanding the migrations, displacements, and resettlements of modern times.

Departing from influential theories of diaspora, trans-migration, and nationalism, we will answer four principal questions: Who can count as a diaspora member and what distinguishes her from an “indigenous” dweller? How do diasporans live, interact, imagine, and govern themselves? How do they contribute to the well-being of their “beloved homeland”? Does the homeland appreciate their contributions? Importantly, our intellectual march through these topics with all their complexity will assist in better grasping issues of major public resonance: Is there a “loyalty problem”? Should/can “diasporas” return “home”? Are they longing for an eventual “homecoming”? How strong are transnational diasporic links? Is there a threat of diasporas “hijacking” local politics? Should/do/can homeland offer a “bread and salt” welcome to diasporics? Examination of paradigmatic diaspora cases and student presentations on other diasporas will help to illuminate the stated problems.

Course Structure

The course will include the following activities: (a) *interactive lectures* on theory, (b) *interactive lectures* on paradigmatic diaspora cases, (c) *seminars* discussing theoretical literatures, (d) *movie screening*, (e) *student group presentations* on selected diasporas, (f) *group work sessions* designed to prepare student presentations

Online teaching: In total there will be 7 lectures, 12 seminars, 11 group work sessions. Every week, the first lecture and group-work sessions are asynchronous, two seminars are synchronous. *Exceptions*: The very first intro lecture, and a number of meetings last two weeks are synchronous. The movie screening is asynchronous.

Group work sessions

The main goal of all group work sessions is to prepare group presentation on a diaspora. All 6 sessions will have a relatively free format of work in a group of 3-4 students. However, they will be geared towards the completion of particular tasks:

- Session 1: Discussion of diasporas, information search, selection of a diaspora
- Session 2: Literature search and selection of topics (an angle from where the diaspora you will have selected will be analyzed)
- Session 3: Selection of literature and sources
- Session 4: Design of guidelines for two interviews
- Session 5: Discussion of the interview data
- Session 6: Draft plan of the presentation

Student Learning Goals

Students who successfully pass this course will be able to:

Learning goals	
Knowledge goal:	Demonstrate the knowledge of the milestones of development of four paradigmatic diasporas and a diaspora of their choice. Understand the difference between diasporas proper, migrants, and symbolic ethnicities, the relative and subjective component in diaspora definition, and the interactive character of links between diasporas, homelands and host societies (“triadic nexus”)
Knowledge goal:	Demonstrate the knowledge of the field and participate in a public debate on diasporas, migrants and ethnic communities.
Practical skill:	Conduct respectful, rational and informed dialogue.
Practical skill:	Form a team in view of both individual identities and individual resources (e.g. knowledge, time, vigour, perseverance). Work in a group and build meaningful and productive relationships with peers. Present a group project. Students will also develop their skills of self-analysis, self-critique, self-control, and empathy.
Practical skill:	Conduct a qualitative interview.

Required Coursework and Evaluation Criteria

The final grade for this course will be calculated as follows:

Assignment or Task	Due dates	Percent
In-class participation	Ongoing	20%
Group presentation: collective	Last two weeks	20%
Scheduled 1.5 hrs test	Forth week	30%
Scheduled 1.5 hrs test	Last week	30%

Notably, this breakdown is *subject to re-negotiation* with students within a margin of 10%.

This course employs the 7-average (the average final grade for all students should fall between 6.50 and 7.49). Failing grades (0-3) are not included in the calculation of the 7-rule.

All marks are provisional until the end of the course. The 7-rule WILL NOT be used in assessing individual assignments. It will only be applied to the final course marks, pending overall student performance. If general performance is low, a lower overall median/average may apply – if performance is outstanding, a higher overall median may apply.

In-Class Participation (20%)

While preparing for in-class discussions remember that you can distribute readings or even parts of the readings among yourself.

The participation grade will be based on the assessment of your work at (a) interactive lectures on theory and paradigmatic diasporas, and (b) seminars. In grading participation in these discussions, two parameters are taken into account: (1) the content of your utterances, their relevance to the literature and your critical (=analytical) take on it, (2) the frequency and brightness of your statements. Importantly, more weight is attached to the content of your reactions. Thus, students can get excellent marks for participation in discussions for professional, literature-informed, focused, but infrequent comments. You have to find a balance between the content and frequency. Special attention should be paid to the time constraints. Try to limit your comments to 3 min. In contemporary labor collectivities the result of work often depends on paying careful attention to the opinions of your colleagues, regardless of the subjective perception of "quality" and "importance" of their point of view. In other words, even if you think that your thoughts are of great value, still try to highlight the most original of them and don't exceed the suggested time limit.

In addition, an *online inquisitive questions and feedback form* will be open to forward content-related questions to me. It will provide a *secure means* of participating with the course in a forum better suited to those who feel uncomfortable with public speaking.

In the context of *online learning* this form becomes an *efficient tool* to flag your participation.

Group presentation (20%)

During the first week the students will form a group of 3-4 persons and select a diaspora of their interest.

- The group members need to make a general introductory presentation of this diaspora - "Who they are?" and "How they live?" - the issues we cover in the first three weeks of the course.

- In addition, the group should make a more focused study of an specific diasporic issue related to the course material (e.g. myth of the homeland, cuisine and boundary making, leadership in diasporic organizations, diasporic trade networks, long distance nationalism).
- Finally, each group should conduct one or two online/phone interviews with the members of selected “diaspora” to use as additional data sources. One of them should be second-, third or later generation migrant and one - a relatively recent arrival. Full interviews transcripts are not required.
- The presentation itself should be in sent *in advance* in powerpoint and last ca. 30 min. Team members are expected to prepare questions for the audience and lead a 20 min discussion. Padlet platform will be used to ask and answer all questions that do not appear in discussion. Padlet discussion count till 23.59 on the day of the presentation.

Presentations will be marked on the following criteria:

- Clarity, logic, and flow of the presentation
- Coherence between speakers
- The use of the course materials, especially key ideas
- Quality of the main question analyzed and the depth of analysis
- Quality of sources used
- Quality of visual aids
- Discussion preparation
- Ability to answer questions relevant to the topic

In-class tests 1 and 2 (30% + 30%)

The first in-class text will be administered in the 5th week of the course. The second test will happen in the last week. Both tests will last 90 min and will include (a) short answer questions, (b) one essay question. They will examine the knowledge and understanding of the lectures and assigned readings. The second text will be cumulative. Lists and bullet points are allowed if alternated with a narrative answer.

The examples of questions on the test are the following:

Short answer: What Masada means for Jewish diaspora?

Short-answer: What are the defining characteristics of a diaspora for Brubaker?

Short answer: Where the ancestors of French Armenians were mostly coming from?

Essay question: Describe the typology of diasporas offered in class. Illustrate. Problematize.

Essay question: Does diaspora start with expulsion?

Essay question: When does diaspora-homeland strain happen? Can you think of any examples in Russia or CIS (CHГ)?

Essay questions: Are Russians in CIS a diaspora?

The essays will be marked on the following criteria:

- Clear statement of the main idea/ideas
- The use of the course materials, especially terminology and key ideas
- Mentioning of the particular authors (in the text or in brackets ())
- Ability to illustrate with particular examples (from the readings, lectures or general knowledge)
- The originality and depth of analysis (n o t e: “originality” does not mean extravagance or idiosyncrasy, the existing body of knowledge needs to be taken into account!)
- Clarity, logic, and flow of the narrative

- Structure

Canvas and Other Course Resources

This course has a website on Canvas (<https://canvas.instructure.com/>). You should have received an invitation to join the course on Canvas two weeks before the start of classes. If you did not, double check your SAS email and then follow up with the instructor. All course readings, this syllabus, and any other course materials are available on Canvas.

All written assignments completed outside of class must be submitted via Canvas.

Course Literature

Here is a bibliography of literature that will assist you in studying and writing assignments. See the course schedule below for specific reading assignments.

Cohen, Robin. (2002). *Global Diasporas: An introduction*. London: Routledge.

Sheffer, G. (2003). *Diaspora Politics: At home abroad*. Cambridge: Cambridge University Press.

Dufoix, S. (2008). *Diasporas*. Berkeley: University of California Press.

Dufoix, S. (2011). *La Dispersion. Une histoire des usages du mot diaspora*. Paris: Amsterdam Éditions.

Тишков, В. А. (ред.) (1994). *Народы России*. М.: Большая Российская Энциклопедия.

Course Policies and Expectations

APA will be used as citation styles for this course. Please, consult:

https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.html

Examination Format

The examination consists of a 90-minute test that includes the identification of ten quotations from required course readings and a written essay. For full details on the format and grading, see the SAS policies section below.

Course Schedule

Week	Date	Activity	Topics & Readings	Assignments
0	13.04-19.04	-	No classes	-
<i>Diasporans - Who they are?</i>				
1	20.04	<i>Synchronous lecture</i>	<u>The World of Diasporas in the Russian Federation</u> Students are expected to consult online resources on Russian diasporas of their interest. You can consult/skim items in a helpful encyclopedia <i>Narody Rossii</i> : https://ru.b-ok.cc/book/3220431/5757c1	Verbal report on group work

	22.04	Synchronous seminar	<p>Defining diasporas Safran, William. (1991) "Diasporas in Modern Societies: Myths of Homeland and Return," <i>Diaspora</i> 1(1), 83-99. Brubaker, Rogers. (2005). "The 'Diaspora' Diaspora," <i>Ethnic and Racial Studies</i> 28 (1), 1-19.</p>	
	25.04	Synchronous seminar	<p>Paradigmatic Case: The Jewish Diaspora Yerushalmi, Yosef. (1997). "Exile and Expulsion in Jewish History," in Benjamin R. Gampel, ed., <i>Crisis and Creativity in the Sephardic World, 1391–1648</i>. New York: Columbia University Press, 3-22. Psalm 137 (short) Augustine, <i>The City of God</i>, Book 7, Chap. 2; Book 18, Chap. 46 (short)</p>	
	25.04	Group work	<p>Selecting a Diaspora Discussion of diasporas, information search, selection of a diaspora case. <i>Skype consultation with a representative of each team by the end of the day.</i></p>	
2	27.04	Asynchronous lecture	<p>Who is Indigenous? Kuper, Adam. (2003). "The return of the native." <i>Current Anthropology</i> 44 (3), 389-402.</p>	Verbal report on groupwork
	29.04	Synchronous seminar	<p>Who is Indigenous? Ceuppens, Bambi, & Peter Geschiere. (2005). "Autochthony: Local or global? New modes in the struggle over citizenship and belonging in Africa and Europe." <i>Annu. Rev. Anthropol.</i> (34), 385-407.</p>	
	2.05	Synchronous seminar	<p>Paradigmatic Case: The Greek Diaspora Kostantaras, Dean. (2008). "Idealisations of self and nation in the thought of diaspora intellectuals." <i>Nations and Nationalism</i> 14 (4), 700-720. <i>Optional reading:</i> Gellner, Ernst. <i>Nations and Nationalism</i>, 101-109.</p>	
	2.05	Group work	<p>Literature search and selection of topics (an angle from where the diaspora you will have selected will be analyzed). <i>Skype consultation with a representative of each team by the end of the day.</i></p>	
Diasporas: How do they live?				
3	4.05	Asynchronous lecture	<p>The Variety of Diasporas Bonacich, Edna. (1973). "A Theory of Middleman Minorities," <i>American Sociological Review</i> 38 (5), 583-594.</p>	Verbal report on groupwork
	6.05	Synchronous seminar	<p>Types of Diasporas Edward M. Bruner. (1996). "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora," <i>American Anthropologist</i> 98 (2), 290-304.</p>	

	8.05	Synchronous seminar	Paradigmatic Case: African Diaspora Hall, Stuart. (1990) "Cultural Identity and Diaspora," in Jonathan Rutherford, ed., <i>Identity: Community, Culture, Difference</i> London: Lawrence & Wishart, 223-237. "The Declaration of the Rights of the Negro Peoples of the World" (1920)	
	8.05	Group work	Selection of literature and sources. A list of possible sources will be provided in advance. <i>Skype consultation with a representative of each team by the end of the day.</i>	
4	11.05	Asynchronous lecture	Diaspora Institutions and Organizations <i>Optional reading:</i> Tölölyan, Kachig. (2000). "Elites and Institutions in the Armenian Transnation," <i>Diaspora</i> 9 (1), 107-136.	Scheduled midterm test Interview guidelines preparation (Remember: Each group conducts 1-2 online/phone interviews, but needs only one guideline)
	13.05	Synchronous seminar	Diaspora Institutions and Organizations Breton, Raymond. (1991). <i>The Governance of Ethnic Communities: Political structures and processes in Canada</i> . Toronto: Greenwood press, 1-15 (suggested), 61-95 (required).	
	16.05	Synchronous test	Scheduled midterm test	
	16.05	Group work	Design of interview guidelines. Tips available on Canvas. <i>Skype consultation with a representative of each team by the end of the day.</i>	
What do they do for the homeland?				
5	18.05	Asynchronous lecture	Long-Distance Nationalism: Imagining, Investing, Lobbying, Fighting Anderson, Benedict. (1992) <i>Long-Distance Nationalism. World Capitalism and the Rise of Identity Politics</i> . Amsterdam, 1-14.	Interview data: 1-2 interviews with members of a selected diaspora needed for each team.
	20.05	Synchronous seminar	Long-Distance Nationalism Waldinger, Roger, & Thomas Soehl. (2013) "The Bounded Polity: The limits to Mexican emigrant political participation." <i>Social Forces</i> 91 (4), 1239-1266. <i>Optional reading:</i> Connor, Walker. 1993. "Diasporas and the Formation of Foreign Policy: The US in Comparative Perspective," in D.C. Constan and A.G. Platias, eds., <i>Diasporas in World Politics. The Greeks in Comparative Perspective</i> . London: Macmillan Press, 167-180.	
	23.05	Synchronous seminar	Paradigmatic Case: The Armenian Diaspora Panossian, Razmik. (2002). "The Past as a Nation: Three Dimensions of Armenian Identity," <i>Geopolitics</i> 7 (2), 121-146.	
	23.05	Group work	Discussion of interview data. <i>Tips are available on Canvas. Skype consultation with a representative of each team by the end of the day.</i>	

6	25.05	Asynchronous lecture	<u>Diaspora “Homecomings”</u> Tsuda, Takeyuki. (2009). "Why Does the Diaspora Return Home?" in Takeyuki Tsuda, ed., <i>Diasporic Homecomings: Ethnic Return Migration in Comparative Perspective</i> . Stanford: Stanford University Press, 20-43.	Draft plan of the presentation
	27.05	Synchronous seminar	<u>Diaspora Tourism and Return</u> Kelner, Shaul. (2003-4) "The Impact of Israel Experience Programs on Israel's Symbolic Meaning," <i>Contemporary Jewry</i> (24), 124-154.	
	30.05	Movie	<i>Ararat</i> by Atom Egoyan. Online link and Padlet discussion.	
	30.05	Group work	Draft plan for the presentation. <i>Rough draft (1-2 pages, bullet point style) should be send by 17.00. Skype consultation with a representative of each team by the end of the day.</i>	
“Bread and Sault”? How do “homelands” react?				
7	1.06	Synchronous seminar	<u>Diasporic Citizenship</u> Gamlen, Alan. (2014). "Diaspora institutions and diaspora governance." <i>International Migration Review</i> (48), 180-217. <i>Select one reading:</i> Koska, Viktor. (2012). "Framing the citizenship regime within the complex triadic nexuses: the case study of Croatia." <i>Citizenship Studies</i> 16 (3-4), 397-411. Shevel, Oxana. (2011). "Russian Nation-building from Yel'tsin to Medvedev: Ethnic, Civic or Purposefully Ambiguous?." <i>Europe-Asia Studies</i> 63 (2), 179-202.	Group presentation
	3.06	Synchronous group work	Diaspora case study presentations	
	6.06	work	Diaspora case study presentations	
	6.06		Diaspora case study presentations	
8	8.06	Asynchronous lecture	<u>Diaspora-Homeland Strain</u> Smith, Robert. (2003). "Diasporic Memberships in Historical Perspective: Comparative Insights from the Mexican, Italian and Polish Cases." <i>International Migration Review</i> 37(3): 724-759.	Scheduled final test
	10.06	Synchronous group work	Diaspora case presentations (left overs)	
	13.06	Synchronous seminar	<u>Diaspora-Homeland Strain</u> Sheffer, Gabriel. (2002). "A Nation and Its Diaspora: A Reexamination of Israeli-Jewish Diaspora Relations," <i>Diaspora</i> 11 (3), 331-358. If time allows.	
	13.06	Synchronous test	Scheduled final test	

SAS Policies for Online Courses

Please note the addition and updating of policies to reflect the realities of online teaching in Q4.

Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education (d.kontowski@utmn.ru) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Moodle.

Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova (a.bunkova@utmn.ru) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Modeus. If the instructor requires a substitute to replace them, students will be notified by email.

Grading

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 and 9 are excellent grades given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a "median" (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. Exceptions to this rule are only granted by the Teaching Council.

Examinations

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

Assessment Criteria:

Satisfactory (C, or 3):	Good (B, or 4):	Excellent (A, or 5):
1) All quotations are attributed correctly;	1) all quotations are attributed correctly;	1) all quotations are attributed correctly;
2) The essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates satisfactory knowledge and understanding of all texts analyzed; c) the essay contains at least five exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least seven exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates excellent knowledge and understanding of all texts analyzed; c) the essay contains at least nine exact quotations, different from the quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and *must* be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

Date Syllabus Last Updated: 16.04.2020