Term Information

Effective Term   Spring 2013

General Information

Course Bulletin Listing/Subject Area   Slavic Languages & Literatures
Fiscal Unit/Academic Org   Slavic/East European Lang&Lit - D0593
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   4597
Course Title   Politics of Language in Southeast Europe
Transcript Abbreviation   Lang Pol SE Eur
Course Description   Social/political import of language in Balkans & neighboring countries; role of language in ethnic
                                             identities; manipulation of language to shape political and social structures. Taught in English. GE
                                             Cross-Disciplinary seminar and Global Issues.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance No
education component?
Grading Basis   Letter Grade
Repeatable   No
Course Components   Seminar
Grade Roster Component   Seminar
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: Jr or sr standing.
Exclusions   None

Cross-Listings

Cross-Listings   None

Subject/CIP Code

Subject/CIP Code   16.0400
Subsidy Level   General Studies Course
Intended Rank   Junior, Senior

Quarters to Semesters

Quarters to Semesters	Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course	Modified conversion of Slavic 597 Language is a key issue in ethnic identity and power struggles, especially in SE Europe which has a long and continuing history of conflict between ethnic groups defined in part by language.

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

Course Details

Course goals or learning objectives/outcomes	• Understand social/political history of Balkans
	• Conduct hands-on study of social role of language (collect & analyze data)
	• Examine preconceptions about relation of language & social/political structures
	• Apply knowledge to new domains
Content Topic List	• Language and politics in the Balkans
	• Ethnology of Southeastern Europe
	• Language and ethnic identity
	• Language and nationalism
	• Language and power
	• Perceptual dialectology
	• Romani language
	• Macedonian language
	• Bosnian/Croatian/Serbian language
	• Albanian language
Attachments	• Slavic 4597 Rationale, Goals, Learning Outcomes.docx
	(Other Supporting Documentation. Owner: Collins,Daniel Enright)
	• Slavic 4597 Assessment Plan.docx
	(GEC Course Assessment Plan. Owner: Collins,Daniel Enright)
	• Slavic 4597 Syllabus.doc
	(Syllabus. Owner: Collins,Daniel Enright)

Comments

- 10/18/12

  1. Attached requested documentation.

  2. Changed "quarter to semester" status from "new" to "modified," since this is a conversion of Slavic 597 (approved for quarters) with change in GE status.

  Can the syllabus serve as the rationale? As for assessment plan, our Undergraduate Committee has given me no instructions, but usually there is sampling of embedded testing in our upper-division courses. Please advise on what information you need. *(by Collins,Daniel Enright on 10/18/2012 06:25 PM)*

- See e-mail to D. Collins. *(by Vankeerbergen,Bernadette Chantal on 01/29/2012 09:48 AM)*

- 6/7/11: New GE course proposals must include a rationale and assessment plan *(by Meyers,Catherine Anne on 06/07/2011 04:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Collins,Daniel Enright	05/25/2011 03:26 PM	Submitted for Approval
Approved	Collins,Daniel Enright	05/25/2011 03:26 PM	Unit Approval
Approved	Williams,Valarie Lucille	06/07/2011 02:44 PM	College Approval
Revision Requested	Meyers,Catherine Anne	06/07/2011 04:53 PM	ASCCAO Approval
Submitted	Collins,Daniel Enright	08/29/2011 04:46 PM	Submitted for Approval
Approved	Collins,Daniel Enright	08/29/2011 04:47 PM	Unit Approval
Approved	Williams,Valarie Lucille	01/24/2012 10:37 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/29/2012 09:49 AM	ASCCAO Approval
Submitted	Collins,Daniel Enright	10/18/2012 06:25 PM	Submitted for Approval
Approved	Collins,Daniel Enright	10/18/2012 06:25 PM	Unit Approval
Approved	Heysel,Garett Robert	10/23/2012 11:09 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	10/23/2012 11:09 PM	ASCCAO Approval

Slavic 4597: The Politics of Language in Southeast Europe

3 credit hours

Sample Syllabus
(Semester Schedule)

Instructor: Prof. Andrea Sims   **Office**: 347 Hagerty Hall
Email: sims.120@osu.edu   **Office Hours**:
Phone (O): 614-292-0109
    (H): 614-824-4600 (not after 10pm, please)   **Mailbox**: 400 Hagerty Hall

Class Time: **Class Location**:

Course Information

Description: In an increasingly global world, language is a key issue in the articulation of ethnicity and the struggle for power. This course presents a case study of the social and political import of language in Southeast Europe (i.e. the Balkan countries + a few neighbors). Students will explore how linguistic histories and structures have been foundational to the formation of modern Balkan ethnic and religious identities, and how language has been and continues to be manipulated to shape political and social structures.

Objectives: Students will…

- … develop a better understanding of the linguistic, social, religious and political histories of the Balkans, an area that has been and continues to be important to global relations.
- … critically examine their own preconceptions and those of others regarding the relationship between language and social and political structures.
- … conduct hands-on investigation of the social importance of language (in SE Europe) through data collection and analysis.
- … learn about some of the goals and methods of (social science) research.
- … synthesize and evaluate information from diverse sources, representing different disciplinary perspectives.
- … be able to apply knowledge from this course to new domains.

Prerequisites: The course is open to students with junior or senior standing. No prior knowledge of linguistics, Balkan/Slavic languages or Balkan history is assumed or required. The class will ideally consist of students who have different disciplinary training (different majors) and backgrounds, and who come to the course with a variety of interests.

GE Information: This course satisfies the following General Education requirements: 1) Diversity: Global Studies and 2) Cross-disciplinary Seminar.

<u>Diversity: Global Studies</u>

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will fulfill these expected learning outcomes by challenging you to explore the countries of the Balkans from several disciplinary perspectives: linguistic, historical, political, religious and social psychological. By integrating different types of information, you will develop a better understanding of the Balkans, a region that has been and continues to be important to global relations. You will also explore the social importance of language in the contemporary world more generally, including in connection with your own attitudes and values.

<u>Cross-disciplinary Seminar</u>

Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:
1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

This course will fulfill these expected learning outcomes by challenging you to explore the countries of the Balkans from several disciplinary perspectives: linguistic, historical, political, religious and social psychological. By integrating different types of information, you will develop a better understanding of the Balkans, a region that has been and continues to be important to global relations. You will also explore the social importance of language in the contemporary world more generally, including in connection with your own attitudes and values.

Course Website: An up-to-date course schedule, handouts, powerpoint slides and other materials will be available from Carmen (after the class in which they are distributed).

Required Texts:
1. Greenberg, Robert D. 2004. *Language and identity in the Balkans*. Oxford: Oxford University Press. This book is available from the OSU Bookstore (Central Classrooms), SBX, and Long's. [Cost: $30.60 (paperback)]

2. A course packet is available from UniPrint (at Tuttle Park Place) [Anticipated cost: $25]

Writing manuals: You are encouraged to use a style manual when doing the writing assignments. Style manuals provide information about stylistic, grammatical, and formatting issues related to writing (how to incorporate quotations, use of punctuation, citation conventions, etc.). Even experienced writers frequently need to refer to style manuals. Two widely used manuals are the *Chicago Manual of Style* (currently in 16th ed.), and the *MLA Handbook for Writers of Research Papers* (currently in 7th ed.). This semester you may use either of these, or a style manual that is specific to your discipline (but it is important that each writing assignment be stylistically consistent, not a random mixing of styles). No particular style manual is required for this course.

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Course Requirements

Attendance and Participation: Lectures and class discussions will cover material which is not necessarily in the readings and which you will be responsible for. It is therefore important that you attend every class, ask questions and participate in discussions. Class participation will be counted towards your final course grade. Note that class attendance is not the same as participation, but you can't participate if you don't attend.

Reading: There is a reading assignment for each class. You should do the readings *before* the date listed on the schedule – preferably more than once.

Blog Analysis: People from SE European countries (or even Americans with heritage in some SE European ethnicity) often have strong feelings about 'the Balkan language question' – what a given language should be called, what its origins are, what the 'right' way to say something is, or even whether the language exists in the first place. But when it is boiled down, these arguments are almost never really about language, but are instead ways for the writer to articulate some aspect of their identity, or comment on societal structure. You will analyze arguments of everyday people regarding the language question in the Balkans. Your examples should come from the internet (e.g. posting on a blog, discussion forum, Facebook page, etc.). In your analysis you should explore questions like:
- Is the argumentation valid and balanced? If not, in what ways?
- What does it reveal about the writer's preconceptions about language and identity?
- What is the historical context for this argument?
- Why does this person care about the language question?
- Is language used in this context as a proxy for some other issue? If so, what? How? Why?

You must turn in your analysis in the form of a 1500-2000 word paper. See the handout Blog Analysis for more details. See the Course Schedule for deadlines.

Exams: There will be a midterm exam and a final exam covering material from assigned readings, lectures, and class discussion. See the Course Schedule for dates.

Perceptual Dialectology Project: Throughout the semester the class will work together to build a perceptual map of the Bosnian, Croatian and Serbian languages, and to compare it to existing dialect maps. In this context, a perceptual map is a visual representation of speakers' perceptions (beliefs) about the distance between regional dialects, and their evaluation of those dialects along

social dimensions (e.g. 'correctness', 'pleasantness', 'prestige', etc.). Perceptual dialectology thus blends the fields of social psychology and linguistics. The goal will be to determine whether and to what extent native B/C/S speakers' perceptions of the distance between dialects of B/C/S is shaped by political and/or social boundaries, rather than by observable linguistic reality. In consultation with the instructor, class members will jointly develop the project – developing a questionnaire, recruiting respondents and administering the questionnaire, and conducting preliminary analysis of the data (including development of a perceptual map). Each student will individually write up and discuss the results, in the form of a 2500-3500 word paper (not including any data appendices). See the handout Perceptual Dialectology Project for details. See the Course Schedule for deadlines.

Grading
Grading will be by the following criteria.

Class participation	10%
Blog analysis	15%
Midterm Exam	20%
Final Exam	25%
Perceptual dialectology project	30%
Total	100%

Grading Scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	0-59

Important Policies

Academic Integrity: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Students with Special Needs: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu.

Late Assignments: Turn in work on time. I reserve the right to not accept work that is turned in late. <u>Assignments are late if not received at or before the beginning of the class in which they are due.</u> If I choose to accept a late assignment, I will reduce the grade by 10 points for each class session. For example, an assignment which would have received a 90 if turned in on time will receive an 80 if turned in after it is due, but prior to the following class. It will receive a 70 if turned in two classes (one week) late. Etc. If you have a legitimate excuse for not turning in work on time (serious illness or family emergency), you must request an extension BEFORE the assignment is due, and the earlier the better.

Classroom Etiquette: It is important to respect not only the instructor, but also your fellow classmates. In this class we will be discussing political issues of relevance to the modern world. Since personal feelings can be very strong, this may lead to intense emotional responses during discussion. <u>You are expected to respect you classmates' rights to their opinions and beliefs.</u> This includes not interrupting people, dominating the floor, raising your voice, insulting, threatening, etc.

Course Schedule

All readings are in the course packet, with the exception of Greenberg (2004).

Date	Topics	Readings	Assignments
WEEK 1			
day 1	Getting started		
day 2	Southeast Europe: A geographic orientation	syllabus	
WEEK 2			
day 3	Southeast Europe: A historical, ethnic and religious orientation	Fine (1983): Intro and Ch. 2 [57 pp.]	
day 4	Southeast Europe: A linguistic orientation	Friedman (2006) [15 pp.] Kazazis (1972) [30 pp.]	
WEEK 3			
day 5	NO CLASS -- miscellaneous semester holiday		
day 6	Language, nationism, and nationalism	Buck (1916) [26 pp.] Haugen (1972) [15 pp.]	
WEEK 4			
day 7	Language, nationism, and nationalism	Fishman (1968) [13 pp.] Kloss (1968) [17 pp.]	
day 8	Intro to perceptual dialectology research – prep for course project	Garrett et al. (2003): Ch. 1 [17 pp.]	
WEEK 5			
day 9	Successor languages to Serbo-Croatian: A case study of ethnic nationalism	Naylor (1980) [19 pp.] Greenberg (2004): Ch. 2 [38 pp.]	
day 10	Successor languages to Serbo-Croatian: A case study of ethnic nationalism	Greenberg (2004): Chs. 3-4 [51 pp.]	

		WEEK 6	
day 11	Successor languages to Serbo-Croatian: A case study of ethnic nationalism	Greenberg (2004): Ch. 5 [26 pp.]	
day 12	Successor languages to Serbo-Croatian: A case study of ethnic nationalism	Spalatin (1975) [11 pp.] Katičić (2001) [13 pp.]	
		WEEK 7	
day 13	Successor languages to Serbo-Croatian: A case study of ethnic nationalism	Greenberg (2004): Ch. 6 [25 pp.] Ford (2002) [13 pp.]	
day 14	Midterm Exam		Midterm Exam
		WEEK 8	
day 15	Perceptual dialectology project: Progress reports		part 1 of perceptual dialectology project due
day 16	Macedonian: If we speak differently, we must be separate nations (a.k.a. the purpose of a standard language)	Danforth (1995): Ch. 2 [29 pp.]	
		WEEK 9	
day 17	Macedonian: If we speak differently, we must be separate nations (a.k.a. the purpose of a standard language)	Danforth (1995): Ch. 3 [24 pp.] Koneski (1980) [11 pp.]	
day 18	Macedonian: If we speak differently, we must be separate nations (a.k.a. the purpose of a standard language)	Friedman (1996) [33 pp.] Lunt (1986) [6 pp.]	
		WEEK 10	
day 19	Macedonian: If we speak differently, we must be separate nations (a.k.a. the purpose of a standard language)	Bulgarian Academy of Sciences (1980): Section II (pp. 21-66) [46 pp.]	
day 20	Albanian: Language beyond national boundaries	Hamp (1994) [3 pp.] Vermeer (1996) [10 pp.]	Blog analysis due
		WEEK 11	
day 21	Albanian: Language beyond national boundaries	Byron (1979) [30 pp.]	
day 22	Perceptual dialectology projects: Progress reports		part 2 of perceptual dialectology projects due
		WEEK 12	
day 23	Albanian: Language beyond national boundaries	Skendi (1967): Ch. 15 [18 pp.]	
day 24	Romani: A language without a state	Kovačec (1992) [14 pp.] Kolev (1994) [13 pp.]	
		WEEK 13	
day 25	Romani: A language without a state	Matras (2002): Chs. 1-2 [13 pp.] Puxon (1979) [8 pp.]	
day 26	Romani: A language without a state	Matras (1999) [22 pp.]	

WEEK 14			
day 27	Discussion of results of perceptual dialectology project		Final write-up of perceptual dialectology project due
day 28	review, wrap-up and catch-up		
WEEK 15			
	FINAL EXAM AT [DATE AND TIME]		

Bibliography

Buck, Carl Darling (1916). Language and the sentiment of nationality. *American political science review* 10, 44-69.

Bulgarian Academy of Sciences (1980). *The unity of the Bulgarian language in the past and today.* Sofia: Bulgarian Academy of Sciences.

Byron, Janet (1979). Language planning in Albania and in Albanian-speaking Yugoslavia. *Word* 30, 15-44.

Danforth, Loring M. (1995). *The Macedonian conflict: Ethnic nationalism in a transnational world.* Princeton, NJ: Princeton University Press.

Fine, John (1983). *The early medieval Balkans.* Ann Arbor, MI: University of Michigan Press.

Fishman, Joshua A. (1968). Nationality-nationalism and nation-nationism. In Joshua A. Fishman, Charles Ferguson and Jyotirinda Das Gupta (eds.), *Language problems of developing nations* 39-51. New York: Wiley.

Ford, Curtis (2002). Language planning in Bosnia and Herzegovina: The 1998 Bihać Symposium. *Slavic and East European Journal* 46, 349-361.

Friedman, Victor A. (1996). Observing the observers: Language, ethnicity, and power in the 1994 Macedonian census and beyond. In Barnett Rubin (ed.), *Toward comprehensive peace in Southeastern Europe: conflict prevention in the South Balkans* 81-105 & 119-126. New York: Council on Foreign Relations/Twentieth Century Fund.

Friedman, Victor A. (2006). The Balkans as a linguistic area. In Keith Brown (ed.), *Elsevier Encyclopedia of Language and Linguistics* 657-672. Oxford: Elsevier.

Garrett, Peter, Coupland, Nikolas and Williams, Angie (2003). *Investigating language attitudes: Social meanings of dialect, ethnicity and performance.* Cardiff: University of Wales Press.

Greenberg, Robert (2004). *Language and identity in the Balkans.* Oxford: Oxford University Press.

Hamp, Eric P. (1994). Albanian. In R.E. Asher (ed.), *The Encyclopedia of Language and Linguistics* 65-67. Oxford: Pergamon Press.

Haugen, Einar (1972). Dialect, language, nation. In J.B. Pride and Janet Holmes (eds.), *Sociolinguistics: selected readings* 97-111. Harmondsworth: Penguin.

Katičić, Radoslav (2001). Croatian linguistic loyalty. *International journal of the sociology of language* 147, 17-29.

Kazazis, Kostas (1972). The status of Turkisms in the present-day Balkan languages. In Henrik Birnbaum and Speros Vryonis Jr. (eds.), *Aspects of the Balkans, continuity and change: contributions to the International Balkan Conference held at UCLA, October 23-28, 1969* 87-116. Berlin: Mouton.

Kloss, Heinz (1968). Notes concerning a language-nation typology. In Joshua A. Fishman, Charles Ferguson and Jyotirinda Das Gupta (eds.), *Language problems of developing nations* 69-85. New York: Wiley.

Kolev, Alexander (1994). Census taking in a Bulgarian Gypsy mahala. *Journal of the Gypsy lore society* 4, 33-45.

Koneski, Blaže (1980). Macedonian. In Alexander M. Schenker and Edward Stankiewicz (eds.), *The Slavic literary languages: formation and development* 53-63. New Haven, CT: Yale concilium on international and area studies.

Kovačec, August (1992). Languages of national minorities and ethnic groups in Yugoslavia. In Ranko Bugarski and Celia Hawkesworth (eds.), *Language planning in Yugoslavia* 43-56. Columbus, OH: Slavica publishers.

Lunt, Horace G. (1986). On Macedonian language and nationalism. *Slavic review* 45, 729-734.

Matras, Yaron (1999). Writing Romani: The pragmatics of codification in a stateless language. *Applied linguistics* 20, 481-502.

Matras, Yaron (2002). *Romani: A linguistic introduction.* Cambridge: Cambridge University Press.

Naylor, Kenneth E. (1978). The eastern variant of Serbocroatian as the *lingua communis* of Yugoslavia. *Folia Slavica* 1, 456-468.

Naylor, Kenneth E. (1980). Serbo-Croatian. In Alexander M. Schenker and Edward Stankiewicz (eds.), *The Slavic literary languages: formation and development* 65-83. New Haven: Yale concilium on international and area studies.

Puxon, Grattan (1979). Romanës and language policy in Jugoslavia. *International journal of the sociology of language* 19, 83-90.

Skendi, Stavro (1967). *The Albanian national awakening, 1878-1912.* Princeton, NJ: Princeton University Press.

Spalatin, Christopher (1975). The rise of the Croatian standard language. *Journal of Croatian studies* 16, 8-18.

Vermeer, Willem (1996). Linguistics and politics: The origin of the Albanian language. In Ger Duijzings (ed.), *Kosovo: Confrontation or co-existence* 123-132. Nijmegen: University of Nijmegen.

Slavic 4597: The Politics of Language in Southeast Europe
GE Rationale, Learning Goals and Expected Outcomes

Rationale

Language is a key factor in identity and the struggle for power. In Slavic 4597, we examine the social and political role of language, with an emphasis on a region in which language issues have been especially contentious—Southeast Europe (the Balkans). We explore how language histories and structures have been critical for the formation of modern ethnic and religious identities, and how language has been and continues to be used to manipulate nationalist sentiment and to shape political and social structures—*imagined communities*, in Benedict Anderson's sense. In the Balkans, mismatches between sociocultural entities and geographical-political borders have often allowed language to be exploited in nationalist agendas. Thus, the ways in which the Balkan languages have been engineered, "purified," supported, or denied open a window not only on major linguistic issues but also on historical, political, religious, and social questions of broad relevance in today's world.

In discussing the languages of Southeast Europe and the cultural groups that speak them, we will see several common themes emerge. For example, there have been repeated attempts to mythologize language history to "prove" that a given language has been in the Balkans longer than others and hence that its modern speakers have a more legitimate claim to power than others. Even when the purported ancestries are false, such mythologization is an effective tool for the shaping of modern identities. We will also see how the unique histories of the relevant languages, cultures and states have shaped government language policies and people's attitudes towards their languages in different ways. In addition, we will see how claims about linguistic separateness have been used to argue for or against political and sociocultural separateness. The fact that such arguments are ongoing today offers us the opportunity to observe developments in language ideology virtually in real time.

Another important dimension that we will discuss is how a sense of *personal identity* relates to ethnically- and/or religiously-based *social identity*. For example, in Croatia, the Serbian minority speaks a language variety that is virtually indistinguishable from that of their Croat neighbors; nevertheless, they responded to Croatian language engineering by demanding that school textbooks be translated from Croatian into Serbian as spoken in Serbia—a variety that was actually farther from their own speech, but a symbolic match to their ethnic/religious identity. Such interplay between different levels of identity is key to understanding why ethnic nationalist agendas can be promoted, not just in the Balkans but in many regions of the world.

For additional information on the readings, topics, and assignments, see the Appendix.

Learning Goals and Expected Outcomes

A. The Learning Goals for the *Cross-Disciplinary Seminar* category are that "students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors."

The Learning Goals of Slavic 4597 are closely aligned with these Learning Goals:

1. Students develop a better understanding of the linguistic, social, religious and political histories of the Balkans; the importance of these histories to modern global relations; and the relationship between language and social and political structures in the contemporary world.

2. Readings, assignments, and class discussion draw on multiple disciplines, including linguistics, history, political science, and cultural theory.
3. Students interact with students from different majors. Slavic 4597 is intended for students of any major; it does not require a background in Slavic, and the readings, assignments, and discussion are in English.

B. The Expected Learning Outcomes for the *Cross-Disciplinary Seminar* category are as follows:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

The Expected Learning Outcomes of Slavic 4597 are closely aligned with these objectives:

1. Slavic 4597 students learn about some of the goals and methods of research in various disciplines of the humanities and social sciences. They apply these methods in hands-on investigation of the social importance of language in Southeast Europe through data collection and analysis. Thus students understand the benefits and limitations of different disciplinary perspectives.
2. Slavic 4597 students synthesize and evaluate information from diverse sources, representing different disciplinary perspectives. The phenomena investigated cannot be understood adequately through a single discipline. Thus students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Slavic 4597 students examine interconnected linguistic, cultural, social, political, historical, and religious topics. They conduct hands-on investigation of the social importance of language in Southeast Europe through data collection and analysis. Thus students synthesize and apply knowledge from diverse disciplines. They are able to apply knowledge from this course to new domains.

C. The Learning Goals and Objectives of the *Diversity/Global Studies* category are as follows:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

The Learning Goals for Slavic 4597 are closely aligned with these goals:

1. Students will develop a better understanding of the linguistic, social, religious and political histories of Southeastern Europe, and the importance of these histories to modern global relations.
2. Students will critically examine their own preconceptions and those of others regarding the relationship between language and social and political structures in the contemporary world.

Appendix: Additional information on Slavic 4597

Readings

The assigned readings will achieve the expected learning outcomes by exploring (identity in) the Balkan region from several perspectives: linguistic, ethnic, religious, historical, political, and social psychological. Some of the readings are themselves explicitly interdisciplinary in nature, for instance, Friedman's (1006) article "Observing the observers: Language, ethnicity, and power in the 1994 Macedonian census and beyond". In other instances, articles stemming from different disciplinary traditions are read together, sometimes alongside primary texts, as a way to highlight the various facets of an issue.

For instance, a central question is how ethnic nationalist agendas are promoted, and why they are supported by the general population. Students will read the original text of the *Declaration on the Name and Status of the Croatian Literary Language* (in English translation, published as Spalatin (1975)), alongside Greenberg's (2004) historical analysis of the political significance of the *Declaration* (among other events) for the eventual dissolution of Yugoslavia, and Katičić's (2001) more social psychological argument about how linguistic events of this period changed the salience of ethnic identity at the level of the individual (i.e. changed the imagined community with which the individual identified most strongly), and thereby affected individuals' political loyalties. By integrating these different types of information, students will explore of the social importance of language, especially as it relates to the relationship between the individual and larger societal structures.

Topics

The topics in this course are designed to emphasize the complexity of the relationship between language, identity, and social and political structures in the Balkans. The first two weeks introduce the Balkan region from different perspectives—geographic, historical, ethnic/religious, and linguistic – taking each largely on its own terms. The next two weeks discuss the relationship between these structures, with particular attention to 'mismatches' between language, ethnicity/religion, and geographical-political boundaries, and the fluidity of ethnic identity over time, and also provide a theoretical foundation for the rest of the course. The remainder of the course consists of more detailed case studies of four languages of Southeast Europe: the Bosnian-Croatian-Serbian complex (formerly known as Serbo-Croatian), Macedonian, Albanian, and Romani (the language of the Roma minority). These languages, and the cultures they represent, demonstrate different ways in which language has been manipulated to shape ethnicity and political structures.

Written assignments

There are three types of written assignments for this course: exams, a blog analysis, and a perceptual dialectology project.

The exams primarily serve as a check on students' comprehension of the readings, lecture material, and discussion topics. Since this content emphasizes an interdisciplinary perspective, the quizzes will likewise require students to "synthesize and apply knowledge from diverse disciplines".

The blog analysis project is about re-evaluating preconceived ideas about the relationship between language and society. People from Southeast European countries (or even Americans with heritage in some Southeast European ethnicity) often have strong feelings about 'the Balkan language question' – what a given language should be called, what its origins are, what the 'right' way to say something is, or even whether the language exists in the first place. But when it is boiled down, these arguments are almost never really about language, but are instead ways for the writer to articulate some aspect of their

identity, or comment on societal structure. Students will analyze arguments of everyday people, found on the internet, regarding the language question in the Balkans. In order to determine what the 'real issue' is, students will have to critically evaluate different types of evidence that are put forth in the source material.

The perceptual dialectology project gives students hands-on experience in conducting research on the contemporary world. The class will collectively design and administer a survey that investigates native Bosnian, Croatian and Serbian speakers' beliefs about the distance between regional dialects in the B/C/S area, and their evaluation of those dialects along social dimensions. The goal will be to determine whether and to what extent native speakers' perceptions of the distance between dialects of B/C/S is shaped by political and/or social boundaries, rather than by observable linguistic reality. In addition to being a research component of the GE goals, this supports the GE goal of interdisciplinarity because perceptual dialectology blends the fields of social psychology and linguistics.

Slavic 4597: The Politics of Language in Southeast Europe
Course Assessment Plan

Assessment of student learning in Slavic 4597 will occur in multiple ways. Following standard practice in the Department of Slavic and East European Languages and Cultures (SEELC), each instance of this course will be reviewed via the following mechanisms:

1. Quantitative SEI forms (every semester).
2. Discursive evaluation of the course by enrolled students (every semester):
   a. As part of the SEI process (now administered as a web form);
   b. Through paper forms handed out in class near the end of the semester. An example of an in-class evaluation form is given in Appendix A.
3. Review of student work by the instructor (every semester):
   a. In their written work and in class discussions students will be expected to synthesize and evaluate research related to the social import of language in the Balkans, and in the contemporary world more generally.
   b. For the final project, they will also have to conduct original research in this area.
   c. Students will thus have ample opportunity to demonstrate their knowledge, and informal assessment of the extent to which students have succeeded in grasping, synthesizing, and articulating major issues is a metric by which to evaluate the course. Student work will be assessed relative to the stated learning outcomes above.
4. Class observation conducted by a senior member of the SEELC faculty, including a written report to be submitted both to the instructor and to the department chair (first instantiation and at least every second instantiation thereafter).

The resulting feedback from quantitative SEI forms, discursive evaluations and class observations will be maintained on file in SEELC so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable SEELC leadership to address any major concerns or drift from the established goals and standards. If the results suggest that the GE learning objectives are not being clearly communicated through course content, the instructor(s) will undertake revision of the course structure as needed. Even when the feedback is positive, the instructor(s) will make minor changes to the material to keep the information up to date.

Periodically, SEELC's Undergraduate Studies Committee reviews each of the department's undergraduate courses, based upon a representative portfolio of student work, course syllabi and a survey of enrolled students. The purpose of such as review is to assess whether the GE and program goals for the course are being met. Future reviews will include Slavic 4597. As with the other forms of evaluation, if the results indicate that the course is not meeting its goals, a revision of the course content will be undertaken.

Slavic 4597: The Politics of Language in Southeast Europe
Sample Course Evaluation

This evaluation is designed to help the instructor determine whether the learning goals for the course have been met and to provide information that can be used to improve this course in the future. This form has two parts; please answer both parts. Please do NOT put your name on this sheet.

PART 1: General Course Assessment. Please answer the following questions. If you need more space, you may write on a separate sheet of paper.

1. Did you work more or less in this course, than in other GE offerings?

2. What were the strengths of this course? What were the strengths of the instructor?

3. What were the weaknesses of this course? What were the weaknesses of the instructor?

4. If you had the opportunity, would you eliminate any of the assigned readings? Which ones, and why?

5. If you had the opportunity, would you change or eliminate any of the written assignments? Which ones, and why? What kinds of assignments would be more conducive to learning?

6. Would you recommend this course to others? Why or why not?

PART 2: Specific Learning Outcomes. Please circle the appropriate response to each statement.

1. I now have a better understanding of the political and social structure of the Balkans, and the various forces (historical, linguistic, religious, etc.) that have shaped modern Balkan identities.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

2. Because of this course, I now have a better understanding of the importance of the Balkan region to global relations in the contemporary world.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

3. The perceptual mapping project taught me about some of the goals and methods of (social science) research, and allowed me to put my knowledge into practice.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

4. The perceptual mapping project improved my understanding of the relationship between language, identity, and political structures in Bosnian-Croatian-Serbian areas of former Yugoslavia.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

5. This course taught me to critically examine my own preconceptions, and those of other people, about language and its relationship to social and political structures.

     1   2   3   4   5

6. This course required me to synthesize and evaluate diverse sources of information and different disciplinary perspectives.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

7. This course helped prepare me to be a global citizen.

     strongly disagree   disagree   neither agree nor disagree   agree   strongly agree

Please add any comments about these learning goals, and whether/how they have been achieved in this course. Thank you!