

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2797.02
Course Title Central European Study Abroad
Transcript Abbreviation CEur Study Abroad
Course Description Course for Gateway Hungary Program (May Session). Introduction to history, geography, and politics of Hungary and other Cen. Eur. countries, including Poland, Czech Republic, and Slovakia. On-site study of urban culture and development in Budapest and Warsaw; multimedia project in collaboration with Hungarian and Polish university students. No prior knowledge of Hungary or Cen. Europe required.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Students will understand how European culture is changing due to globalization and how this is reflected in use of media.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.
- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students articulate how their time abroad has enriched their academic experience.
- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
- 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.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- Locate Central European countries on map
- Appropriately use greetings and other survival phrases in Hungarian
- Appropriately use greetings and other survival phrases in Polish
- Provide thumbnail sketch of history of Central European countries
- Identify major changes that have affected Central Europe since 1989
- Identify points of continuity between socialist and post-socialist periods in Central Europe
- Discuss how global changes in media have affected Central Europe
- Compare/contrast contemporary everyday life in Hungary and Poland
- Discuss/debate major geopolitical issues often used to frame Central European history, including pre-1989 socialism and newer processes of globalization
- Synthesize and narrate experiences in Central European study abroad in a multimedia format

Content Topic List

- Central European History
- Post-socialist transition in Central Europe
- Survival Hungarian
- Survival Polish
- Contemporary everyday life and urban culture in Budapest, Hungary
- Contemporary everyday life and urban culture in Warsaw, Poland
- Media in contemporary Central Europe
- Contemporary Central European Politics
- Globalization in Central Europe

Attachments

- Slavic 2797.02 Revised Syllabus.docx: Revised syllabus
(Syllabus. Owner: Collins,Daniel Enright)
- Slavic 2797.02 Revised Syllabus.docx: Final Syllabus
(Syllabus. Owner: Robinson,Stephen Spencer)
- Assessment Plan Slavic 2797_jml.docx: Final Assessment Plan
(GEC Course Assessment Plan. Owner: Robinson,Stephen Spencer)
- Slavic_2797.02_Appendix_Possible_Readings.docx: Possible Readings
(Other Supporting Documentation. Owner: Robinson,Stephen Spencer)
- Slavic_2797.02_Appendix_Potential_Faculty.docx: Potential Faculty
(Other Supporting Documentation. Owner: Robinson,Stephen Spencer)
- Credit hour rationale Slavic 2797.02.docx: Credit Hour Rationale
(Other Supporting Documentation. Owner: Robinson,Stephen Spencer)

Comments

- I support this appeal in order to offer more courses to students during May term. *(by Heysel,Garett Robert on 12/20/2012 09:16 PM)*
- 1. We would like to appeal for this course to be able to be offered during May Term 2013.

2.Please disregard the Revised syllabus posed by Daniel Collins. *(by Robinson,Stephen Spencer on 12/18/2012 02:11 PM)*
- 1) Changed effective term from Su13 to Sp13
2) Shortened course description
3) Amplified content of course description
2) Removed prerequisites (now mentioned in Objectives)
4) Made course non-repeatable, 3 cr max.
5) Amplified objectives and topics, with each item on its own line
6) Checked Global Studies box in GE
7) Changed syllabus to reflect Culture and Ideas and Global studies GE categories. New syllabus has been attached, but I cannot delete previous syllabus *(by Collins,Daniel Enright on 09/16/2012 11:12 PM)*
- See e-mail to Dan Collins and Spencer Robinson. *(by Vankeerbergen,Bernadette Chantal on 09/13/2012 10:14 AM)*

COURSE REQUEST
2797.02 - Status: PENDING

Last Updated: Heysel,Garett Robert
12/20/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Goscilo,Helena I	09/04/2012 05:09 PM	Submitted for Approval
Approved	Goscilo,Helena I	09/04/2012 05:22 PM	Unit Approval
Approved	Heysel,Garett Robert	09/05/2012 11:42 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/13/2012 10:14 AM	ASCCAO Approval
Submitted	Goscilo,Helena I	12/14/2012 02:58 PM	Submitted for Approval
Approved	Robinson,Stephen Spencer	12/18/2012 09:36 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	12/18/2012 01:56 PM	College Approval
Submitted	Robinson,Stephen Spencer	12/18/2012 02:11 PM	Submitted for Approval
Approved	Robinson,Stephen Spencer	12/18/2012 02:12 PM	Unit Approval
Approved	Heysel,Garett Robert	12/20/2012 09:16 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/20/2012 09:16 PM	ASCCAO Approval

Spring 2013

Slavic 2797.02

Central European Study Abroad (May Term)

Instructor: Dr. Jessie Labov
Department of Slavic and East European Languages and Cultures
Email: labov.1@osu.edu
Office: Hagerty 418
Office hours: TBA and by appointment

Course description

This is a study abroad course designed for the Gateway Hungary Study Abroad program that will take place during the four-week May Session. The course assumes no knowledge of Hungary or the region as a whole, and will therefore provide students with a basic grounding in the history, geography, and politics of Central Europe. Additionally, we will focus on certain cultural aspects of Budapest and Warsaw: the urban logic and development of each city; how everyday life has changed particularly in the post-socialist period; and how those changes have been both anticipated and reflected in the media. Although many of our case studies and examples will be taken from the Hungarian context, students will also be introduced to parallel examples from Czech Republic, Slovakia, and Southeastern Europe, and we will spend four full days in Poland for a more extended comparative view. During their four weeks in the region, students will work in small groups, in collaboration with Hungarian and Polish peers, to carry out a short-format multimedia project illustrating their experience and new knowledge of this part of the world.

Course objectives:

By the end of the course, students will

- locate Central European countries on a map
- appropriately use greetings and other survival phrases in Hungarian
- appropriately use greetings and other survival phrases in Polish
- provide a sketch of the history of 2–3 Central European countries
- identify major changes that have affected Central Europe since 1989
- identify points of continuity between socialist and post-socialist Central Europe
- discuss how global changes in media have affected Central Europe
- compare/contrast contemporary everyday life in Hungary and Poland, based on both reading, observation, and dialogue with residents of both countries
- engage with and debate major geopolitical issues often used to frame Central European history, including pre-1989 socialism and newer globalization processes
- synthesize and narrate experiences in Central European study abroad in a multimedia form

GE learning objectives

- A. Slavic 2797.02 fulfills the requirements for the **Education Abroad** GE category.
1. Goals: by living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.
 2. Expected Learning Outcomes:
 - a. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
 - b. Students function effectively within their host country/countries.
 - c. Students articulate how their time abroad has enriched their academic experience.

This course will take place in Budapest and Warsaw, at the Budapest College for Communications and Business, and the Polish Academy of Sciences, respectively. Faculty will be drawn from these and several other higher education institutions in Central Europe, and students will be working closely with students from the region as well. Students will be exposed to a wide range of perspectives on political and social issues that affect the region, and will learn very specifically how developments in media platforms have changed daily life in Central Europe—and how this both mirrors and diverges from their experience at home. The final, multimedia project will reflect students' new knowledge of the cities they have visited, their ability to navigate them, their collaboration with peers from the host institutions, and how the experience has changed their overall understanding of global travel and communications.

- B. Slavic 2797.02 fulfills the requirements for the **Culture and Ideas** GE category.
1. Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
 2. Expected Learning Outcomes:
 - a. Students analyze and interpret major forms of human thought, culture, and expression.
 - b. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

For students who have never visited Europe or Central Europe, the simple experience of walking around Budapest and Warsaw with an informed guide will be an incredible lesson on the impact of ideas on historical reality, the architectural trends of the last four centuries, and how people's everyday life has been shaped by this cultural environment. We will go far beyond this first exposure, however, with several course sessions devoted to the historical and political background necessary to understand contemporary Central Europe, a history of media institutions that have influenced human behavior, and literature and film that reflect this region's rich intellectual heritage. At the end of the course, students should be able to critically evaluate news stories about the region, find valuable and informative English-language sources online, and understand and interpret literature, film, and new media (in translation) from this part of the world.

- C. Slavic 2797.02 fulfills the requirements for the **Diversity -- Global Studies** GE category.

1. Diversity 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.
2. Expected Learning Outcomes:
 - a. 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.
 - b. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

At the end of this course, students will understand some of the complexity in politics, economics, culture, and other aspects that have led to the current situation in Central Europe. This course will encourage them to explore various perspectives from within this area in order to help them obtain a more diverse outlook on this area instead of solely relying on their own preconceived notions. The tools gained in this course can then be used by the students to better understand other areas, cultures, and perspectives within the world and thus be better global citizens.

Grading Scale:

		78–79	C+
93–100	A	73–77	C
90–92	A–	70–72	C–
88–89	B+	68–69	D+
83–87	B	66–67	D
80–82	B–	65 & below	E

Course requirements

1. All students participating in the course will be required to complete two online sessions in “Survival Hungarian” and “Survival Polish” before May 1, 2013. These sessions will not be graded, but students will be expected to have made themselves familiar with some basic features of each language including pronunciation, greetings, and a few everyday phrases. Once abroad, students will be given laminated cards with a summary of this information for reference in daily use.
2. **Presence & Participation (15%):** The intensive nature of this program requires that students **attend all classes and mandatory excursions**. Each student is allowed one unexcused absence, after which any further unexcused absences will mean a deduction of .25 of one letter grade. In the case of an extended period of *excused* absences (due to illness or other emergency), students will have the option of completing additional assignments to cover the course material.
3. **Short Responses (15%):** There will be **short assignments due twice each week** on Carmen and/or other web-based environments, which will consist either of reactions to a lecture/event or further research and reflection on a particular topic.
4. **Project Proposal – Individual (15%):** At the midpoint of our 4-week session when we return from Warsaw (Tuesday, May 21), each student will be asked to submit a 2-page **proposal for the final project**. This proposal will focus on one issue that has seemed particularly important throughout the first half of our session, and should combine elements from the reading and lectures with impressions and experiences outside of the

classroom. At this stage, students are not expected to imagine an entire multimedia project, but rather to isolate a thematic issue that will sustain their interest for the rest of the course.

5. **Media Scrapbook – Individual (20%):** This is a **logged and annotated collection** of photographs, brochures, music, film footage, etc., that each student has collected throughout their time in Warsaw and Budapest. It will be submitted and evaluated at the end of the term, and may include material that will be used in the final multimedia project but is by no means limited to it. Scrapbooks may be completely digital or partly digital and partly analog, depending on the individual student’s approach to this task.
6. **Storyboard – Group (15%):** After the individual project proposals are collected, students will be sorted into groups of 2–3, according to overlapping areas of interest. By the end of the third week, each group will submit a storyboard of their final multimedia project, including a timeline, sketches designating the distribution of visual and audio content, and a clear division of labor (due Sunday, May 26). This plan will be developed in collaboration participating Budapest College of Communications and Business (BKF) students specializing in multimedia production, as well as faculty advisors.
7. **Final Multimedia Project – Group (20%):** On the last day of our May session (Saturday, June 1), the groups will present their final multimedia project (roughly 8–10 minutes) before an audience of collaborating BKF students and faculty, as well as other invited guests. We will be working on the technical side of this production throughout the last week of our session, and workshop rough cuts of these projects on Thursday, May 30.

Course structure

1. Classes will meet every weekday, and will be taught (in English) by local faculty specializing in the subjects listed below. We will have 2–3 regular lecturers who will be teaching at least twice each week, as well as visiting lecturers on specific topics. The classroom time is divided into three possible sessions each day: 10:00–11:20, 12:00–13:20, and 15:00–17:00 (if necessary). No 80-minute session will be devoted entirely to lecturing, but rather to a mix of lecture/presentation and group discussion/activities.
2. Course texts will be available on Carmen as well as in a reader, which will be included in the cost of the program.
3. Classroom time will be supplemented by several study trips to local Budapest and Warsaw institutions, as well as one day-trip and one overnight trip with accompanying lectures where relevant. A potential list of participating faculty in each city is attached.
4. In Budapest, the Budapest College of Communications and Business (BKF) will serve as our host institution; our classrooms will be located the Media and Applied Arts branch in the 7th district.

Academic misconduct: 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 all 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 (studentaffairs.osu.edu/info_for_students/csc.asp).

Accommodation for Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Schedule of classes (subject to change with due notice)

Week Zero	Arrival, Orientation, and Walking Tour
Week One	Introduction: Geography & History of Central Europe History of Media Landscape
Monday, May 6	
10:00	Introduction to Geography & History of Region
12:00	Radio in Eastern Europe
	Reading: Introduction to Hungarian History
Tuesday, May 7	
10:00	Nineteenth century through WWI
12:00	Film in Eastern Europe
15:00	Film Screening: <i>Sunshine</i> (Istvan Szábó, Hungary, 1999)
Wednesday, May 8	
10:00	Interwar Era, WWII
12:00	Television
Reading:	Underground media during socialist period
Thursday, May 9	
10:00	Socialist, Postsocialist eras
12:00	Film Screening: <i>The Witness</i> (Péter Bacsó, Hungary, 1968)
15:00	Study trip to Open Society Archivum
Friday, May 10	Walking tour of Budapest (afternoon/evening)
Saturday, May 11	Day Trip to Szentendre, Visegrad Castle (with lecture tour)
Sunday, May 12	Reading: Hungarian and Polish politics of transition period
Week Two	Are These Countries a Part of Europe? Hungary vs. Poland
Monday, May 13	
10:00	Hungarian Politics since 1989
12:00	Hungarian Media Law
15:00	Film Screening: <i>Seksmisja</i> (Juliusz Machulski, Poland, 1984)

Tuesday, May 14

10:00 Polish Politics since 1989
12:00 Leapfrogging and media development
Reading: Debates about EU accession

Wednesday, May 15

10:00 EU new member states
12:00 Pan-European film & television
15:00 Film Screening: *Czech Dream* (Vít Klusák & Filip Remunda, Czech Republic, 2004)

Thursday, May 16

10:00 Post-socialist Warsaw
12:00 *Gazeta Wyborcza* (special session dedicated to underground and aboveground history of newspaper)
Leave for Warsaw

4-day trip to Warsaw, Poland

Friday, May 17

Orientation
Walking tour of Old Town and former ghetto

Saturday, May 18

Classroom session on Polish Press;
Visit to *Gazeta Wyborcza*

Sunday, May 19

Meeting with former Polish press secretary
Visit to sports broadcasting studio

Monday, May 20

Classroom session on Social Media
Meeting w/ founder of Polish Creative Commons

Week Three Humor and Satire; Journalism and Politics

Tuesday, May 21

10:00 Czech satire – Hašek, Čapek
12:00 Center for Independent Media session on the Balkans
Reading: Humor & Satire, Hungarian and Czech journalists

Individual projects due

Wednesday, May 22

10:00 Study Trip to Tilos Radio
15:00 Final Project Orientation (with BKF students)

Thursday, May 23

10:00 Hungarian satire – Örkény
12:00 Meeting with former Hungarian press secretary
15:00 Multimedia Session 1

Friday, May 24 Overnight Trip to Eger (leave early afternoon)

Saturday, May 25 Overnight Trip to Eger (return late afternoon)

Sunday, May 26 Group meetings for final project
Reading: Introduction to Ethnography
Multimedia project storyboards due

Week Four Everyday Life and Participatory Media

Monday, May 27

10:00 Oral History /Ethnography
12:00 Alternative Media in Central Europe today
15:00 Multimedia Session 2

Tuesday, May 28

10:00 Interview session 1
12:00 Piracy & Privacy
Meeting with founder of Hungarian Creative Commons
15:00 Multimedia Session 3

Wednesday, May 29

10:00 Interview session 2
12:00 Social Media in Journalism and Politics
15:00 Multimedia Session 4

Thursday, May 30 Final Project Workshop

Friday, May 31 Group Projects re-shooting and re-editing

Saturday, June 1 Multimedia final project presentations due

Assessment Plan Slavic 2797.02: Central European Study Abroad

submitted by Jessie Labov, DSEELC
for the Global May Hungary Program, May 2013

DIVERSITY -- Global Studies ELOS

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.

Culture and Ideas – ELOS

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Education Abroad GE

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

The assessment of the course will take place in three stages:

1) Pre- and post-course surveys of basic knowledge of the course material to determine whether students have achieved some fundamental benchmarks described in the course objectives. This survey will quiz students about some elementary historical and geographic details, the stage of technological development, and the use of various media in this region. Before taking the course, only 5-7 of the 25 students would be expected to score above 50% on the survey. After taking the course, we would expect at least 20 out of 25 students to score 80% or above.

2) The outcome of the course assignments will be evaluated as evidence of the course's effectiveness, particularly for the Education Abroad GE (see Assessment Rubric below). By the end of the course, students will be expected to complete the individual work, which consists of short assignments, the media scrapbook, and the project proposal, to a satisfactory level (grade value of A, B, or C, or 70-100%). Those individual assignments together with the presence and participation grade constitute 60% of the total grade. On the remaining 40%, the group assignments

consisting of the storyboard and final multimedia project, students are expected to achieve an A or a B to pass the course (80-100%).

3) There will be an extensive student evaluation of the course at the conclusion of our four-week session, including both quantitative and qualitative questions which measure the effectiveness of the course organization, instruction, reading materials, assignment structure, and the overall logistical and curricular success of the four-week session. The results of these evaluations will be collected by the Study Abroad office, together with their OSA evaluation, and presented to the instructor, the Study Abroad team, and the Chair of the Slavic Department. As this course is expected to be repeated each May for the foreseeable future, the instructor will be responsible for communicating specific points for improvement to the home institutions in Budapest and Warsaw, and providing a written response of the suggestions for improvement to both the Slavic Department and OSA.

Assignment Structure

The ELOS of all three GE requirements are very well embedded in both the content and assignment structure of Slavic 2797. In addition to some smaller individual tasks during the first two weeks of the course, students will be given a unique opportunity to create a final multimedia project *in cooperation* with their peers from the host institution (BKF). We have chosen to collaborate with the Applied Arts and Design school of BKF specifically to work with students who have experience in digital video production, as well as facilities where students can compile their materials and edit the short videos.

Although there are many benefits to the cooperative aspect of these final projects, it is also essential to be able to assess students individually. Therefore, the assignment structure reflects an individual's path into a group project via two preliminary assignments, and tracks elements of that individual's contribution to the group, both to ensure equal participation by all members of the group, and for assessment purposes.

Taken all together, the final project represents 70% of the student's grade for the course. (The remaining 30% are evenly split between Presence and Participation and short assignments.) Of the 70%, half will be based on individual contribution, and half on the groups. The groups will be small: 2-3 OSU students and 1 BKF student each.

ASSESSMENT RUBRIC for Education Abroad

Here is how this final project will address the learning outcomes as defined by the rubric developed by the ASC Curriculum Committee Assessment Panel and OIA:

(ELO1)**Knowledge of host country and US: Culture and worldview frameworks**

Each final project will be organized around a theme that touches on media and globalization, and will incorporate material from our coursework as well as students' personal experiences and observations. They will reflect what students have learned about use of media in everyday life in Europe and where they see differences from and similarities with U.S. culture.

(ELO2)**Skills for effective functioning:****(a) Verbal and nonverbal communication**

The final project will include interviews with locals, carried out in English or in Hungarian with the help of a translator. Here the goal is for our students to make contact with residents of Budapest and establish communication across cultural and linguistic barriers. Furthermore, we expect students to include observations about both verbal and nonverbal communication in their Media Scrapbooks, which can be evaluated individually as well as providing raw material for the final projects.

(b) Problem solving

The project will reflect sites in the city that have become meaningful to our students over the course of their month in Budapest. Students will be asked to identify 1-2 such places, visit them and document them in their Media Scrapbooks for possible inclusion in the group project. The process of setting up interviews, gathering footage, images, and sound clips from the urban environment will present challenges in navigating the city and engaging with local residents—and the individual student's success can be measured in the end result.

(ELO3)**Enrichment of academic experience:****(a) Knowledge**

This course's focus on media and globalization is not an accident: we were deliberately seeking a topic that students will feel confident about in their home environment, and will be quick to notice differences and similarities abroad. The more advanced students in this course will be able to make connections between the everyday use of media in Hungary/Poland and the historical and political circumstances that have shaped this environment. We will see evidence of that in the story they tell in their group projects, and in their individual comments and observations in their Media Scrapbooks.

(b) Skills

In this category, the quality of the interviews conducted by students will be evaluated, along with their willingness to engage meaningfully in this task. There will be several opportunities for students to work with their peers and local faculty to gain a local perspective on the course material and everyday life in Budapest and Warsaw. We will see the degree to which they take advantage of this resource in their group projects.

(c) Attitudes/ perspectives

Over the course of the last two weeks of the course, we will see individual student's ideas evolve from an initial idea for a final project (the "Project Proposal" described above) to a fully articulated vision. The complexity of the attitudes and perspectives presented in the final project will be largely dependent on how the student's ideas develop through discussion with their peers from the host institution, as well as through interviews and other interactions with local residents. If we do not see much change, and students are only asking questions that reflect their original prejudices and assumptions about the local culture, then the project will not be as successful as a whole. An outstanding final project, on the other hand, will show a growth of perspective, both from reflections on the course material and from the collaborative process of creating the multimedia project.

Slavic 2797.02: Central European Study Abroad

List of Possible Readings

The following readings represent a selection of appropriate texts on each subject: guest lecturers and instructors will be asked to assign specific page numbers for their class sessions, not to exceed a **total** of 100 pages a week for the first three weeks and 50 for the last week. This is all that students can reasonably be expected to do while attending class for several hours a day, going on study trips and excursions, exploring two new cities, and working on a final project.

I. Geography and History of Central Europe

E. Garrison Walters, *The Other Europe: Eastern Europe to 1945*. NY: Syracuse University Press, 1988.

Nigel and Geoffrey Swain, *Eastern Europe since 1945*. New York: Palgrave Macmillan, 2003.

Central and Southeastern European Politics since 1989, ed. Sabrina Ramet. Cambridge, UK: Cambridge UP, 2010.

II. 1989 and Postsocialist Societies

Garton Ash, Timothy. "Refolution." In: *The Uses of Adversity. Essays on the Fate of Central Europe*. New York, NY, 1989, pp. 309-324.

Held, David. "Democracy, the Nation State and the Global System". In: Kate Nash, ed. *Readings in Contemporary Political Sociology*. Massachusetts, Oxford: Blackwell, 2000, pp. 310-335.

Renwick, Alan. "Anti-Political or Just Anti-Communist? Varieties of Dissidence in East-Central Europe and Their Implications for the Development of Political Society," *East European Politics and Societies*, Vol. 20, No.2 (2006), pp. 286-318.

Rose, Richard, William Mishler, and Christian Haerpfer. *Democracy and its Alternatives. Understanding Post-Communist Societies*. Cambridge, Oxford: Johns Hopkins University Press, 1998.

Szalai, Erzsébet. *New Capitalism--And What Can Replace It*. Budapest: Pallas, 2008.

Thorpe, Nick. '89: *The Unfinished Revolution. Power and Powerlessness in Eastern Europe*. London: Reportage Press, 2009.

III. Media History in Central Europe

Paulina Bren, "Broadcasting in the Age of Late Communism," in *The Greengrocer and his TV: The Culture of Communism after the Prague Spring* (Ithaca: Cornell University Press, 2010), 112- 129.

Antony Buzek, "Differentiation in the Content of the East European Press, in *How the Communist Press Works* (London: Pall Mall, 1964), 92-112.

Jane Curry, *The Black Book of Polish Censorship*. New York: Vintage Books, 1984, 25-53.

Vladimir O. Pechatnov, "Exercise in Frustration: Soviet Foreign Propaganda in the Early Cold War, 1945-47," *Cold War History* 1, no. 2, 1-27.

Arch Puddington, "It Will Be Seen Who Is Right," in *Broadcasting Freedom: The Cold War Triumph of Radio Free Europe and Radio Liberty* (Lexington: University of Kentucky Press, 2000), 1-19.

Gordon H. Skilling, "Samizdat: A Return to the Pre-Gutenberg Era?" and "Independent Communication in Communist East Europe," *Samizdat and an Independent Society in Eastern and Central Europe* (Houndmills: Macmillan Press, 1989), 3-40.

IV. Media and Globalization in Central Europe

Bayer, József and Jody Jensen, eds. *From Transition to Globalization: New Challenges for Politics, the Media and Society*. Budapest: MTA Politikai Tudományok Intézete, 2007.

Castells, Manuel. *The Information Age: Economy, Society and Culture*. Band I-III. Oxford, 1998.

Giddens, Anthony. *Runaway World. How Globalization is Reshaping our Lives*. 2nd edition. London, 2002.

Diana Iordanova, *Cinema of the Other Europe: The Industry and Artistry of East Central European Film*. London: Wallflower, 2003, 3-42.

Jakubowicz, Karol and Sükösd Miklós, eds. *Finding the Right Place on the Map: Central and Eastern Media Change in a Global Perspective*. Bristol, UK: Intellect, 2008.

Colin Sparks, "Media Theory after the Fall of European Communism: Why the Old Models from East and West Won't Do Any More," in James Curran and Myung-Jin Park, eds., *De-Westernizing Media Studies* (London: Routledge, 2000).

V. Humor and Satire in Central European Literature (focus on journalism)

Jaroslav Hašek, *The Bachura Scandal*, trans. Menhennet. NY: Angel Books, 2004.

Karel Čapek, *Apocraphyl Tales*, trans. Norma Comrada. NY: Catbird Press, 1997.

István Örkény, *One Minute Stories*. Budapest: Corvina, 2007.

Slavic 2797.02: Central European Study Abroad

List of Potential Faculty/Guest Speakers

Faculty by Specialization:

Below is a list of possible faculty/speakers divided by specialization. ***Starred faculty** will be regular lecturers over the four-week period and will have sustained interaction with all of the students; others will only be brought in for 1-2 guest lectures, but will be available for further consultation if a particular student would like to follow up with them.

Cultural History

*Kristin Faurest (Corvinus) <faurest.kristin@chello.hu>

*Katalin Fenyves (BKF) <fenyves.k@t-online.hu>

András Mink (OSA) <mink@ceu.edu>

András Gerő (CEU/ELTE) <geroa@ceu.hu>

Politics/Economics

András Bozoki (CEU) <bozokia@ceu.edu>

György Földes (Director, PTI) gyfoldes@phistory.hu

László Vass (Rector, BKF) lvass@bkf.hu

Árpád Papp-Váry (Dean, BKF) apappvary@bkf.hu

Literature/Film

Anna Gács (ELTE) <gacsanna@t-online.hu>

*György Túry (Director, Institute of Communication Studies, BKF) <gtury@bkf.hu>

Journalism

András Kepes (Dean, BKF) akepes@bkf.hu

István Javorniczky (BKF) ijavorniczky@bkf.hu

*Sándor Orbán (Director, SEENPM) director.seenpm@gmail.com

Ilona Móricz (Director, CIJ) <ilona.moricz@cij.hu>

Ellen Hume (CMCS) <humea@ceu.edu>

Media History

*Marsha Siefert (CEU) <siefertm@ceu.hu>

Olga Zaslavskaya (OSA) <zaslavsk@gmail.com>

Libora Indruchova (CU) <libora@policy.hu>

Media Studies

Jolán Róka (Vice-Rector, BKF) jroka@bkf.hu

Catherine Coyer (Director, CMCS) <CoyerC@ceu.edu>

Balázs Bodó (BME-MOKK) bodo@mokk.bme.hu

Relevant Institutions:

BKF = Budapest College of Communication and Business: www.bkf.hu

BME-MOKK = Media Research Lab, BP Technical U.: nyelvtech.hu/en/bme-mokk.html

CEU = Central European University: www.ceu.hu

CIJ = Center for Independent Journalism: www.cij.hu

CU = Charles University (Prague): www.cuni.cz

CMCS = Center for Media and Communication Studies (at CEU): www.cmcs.ceu.hu

ELTE = Eötvös Loránd University: www.elte.hu

OSA = Open Society Archivum: www.osaarchivum.org

PTI = Foundation for Political History: www.polhist.hu

SEENPM: S.E. European Network for the Professionalization of Media: www.seenpm.org

Rationale for 3 credit hours Slavic 2797: Study at a Foreign Institution

submitted by Jessie Labov, DSEELC
for Global May Hungary Program, May 2013

We have organized this course to reflect the amount of classroom time that would be required for a normal 14-week semester 3-credit course.

Before the course begins, students will be asked to complete **two online sessions** in survival Hungarian and survival Polish. Each should take approximately 5 hours spread over four individual sessions, and can be completed at any point up until April 15.

(Please see attached tentative "Class Schedule" to supplement details below.)

Over the four weeks of the May session, there will be **24 separate 80-minute sessions** in the classroom, 22 in Budapest and 2 in Warsaw. These will consist of lectures and discussions, sometimes based on reading material and films, sometimes on related tours and study trips.

During a study abroad session, however, we structure much more of the students' time *outside* of the classroom, with the assumption that they will be better served by interactive activities that take place in the local setting than by long hours spent on heavy reading assignments in their dorm room. Therefore, we have planned 10 such events, which range from **walking tours** of the respective cities, to **lecture tours** of important historical sites, to **study trips** to visit local media institutions.

The final curricular element of the course will be time spent on the final multimedia project, again more structured than one would typically find for an on-campus course. There will be a **Final Project Orientation Session; two Interview Sessions** set aside for interviewing local residents; and **four Multimedia Sessions** in an appropriately equipped studio, where students will learn the necessary skills to assemble their materials. We will then have a full day to workshop the rough cuts of the projects, and another full day for extra shooting and re-editing before the final presentations of the projects.

In sum, we have tried to account for the time spent both inside and outside the classroom in a typical 3-credit semester course, the material that would normally be presented in lectures and outside reading, and the synthesis and response from the students that would typically take the form of a final paper or exam in a semester setting.