

Term Information

Effective Term Summer 2016

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 Graduate, Undergraduate
Course Number/Catalog 5450
Course Title Global Human Trafficking: Realities and Representations
Transcript Abbreviation Gbl Hum Traffick
Course Description This course will introduce students to the development of human trafficking as it has been understood and represented by governments, policymakers, the media, and popular culture. The objective of this course is to scrutinize common understandings and representations of trafficking and to consider the advantages and disadvantages of such understandings and representations.
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 education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for International Studies 5450

Cross-Listings

Cross-Listings Cross-listed in International Studies

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

- Students will comprehend the development of human trafficking in the last century;

At the end of the course, students will be able to recognize how ideology and politics affect human rights matters;

- Students will learn about anti-trafficking activism and legislation;

Students will study how to interpret film and media representations of trafficking;

- Students will gain critical knowledge how production, viewership, and ideology influence the creation and understanding of cultural products that depict trafficking.

Content Topic List

- Roots of Human Trafficking Law
- Contested Issues in Human Trafficking
- Trafficking and Today's Media: Challenges of Representations

Attachments

- Russian Major Curriculum Map.docx: Curriculum map
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- HT Syllabus Final.pdf: Syllabus
(Syllabus. Owner: Peterson, Derek)
- Summary for SBS Panel.pdf: Summary for SBS Panel
(Other Supporting Documentation. Owner: Peterson, Derek)
- wgss conc.pdf: Concurrence (WGSS)
(Concurrence. Owner: Peterson, Derek)
- sociology conc.pdf: Concurrence (Sociology)
(Concurrence. Owner: Peterson, Derek)
- english conc.pdf: Concurrence (English)
(Concurrence. Owner: Peterson, Derek)
- film studies conc.pdf: Concurrence (Film Studies)
(Concurrence. Owner: Peterson, Derek)
- sexuality studies conc.pdf: Concurrence (Sexuality Studies)
(Concurrence. Owner: Peterson, Derek)

Comments

- New syllabus uploaded, along with course rational requested by committee. Concurrences from WGSS, English, Sociology, Film Studies, and Sexuality Studies have also been uploaded (email correspondence). *(by Peterson, Derek on 10/28/2015 04:43 PM)*
- See 9-28-15 e-mail to T. Mughan and A. Brintlinger. *(by Vankeerbergen, Bernadette Chantal on 09/28/2015 12:35 PM)*

COURSE REQUEST
5450 - Status: PENDING

Last Updated: Heysel,Garett Robert
11/05/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	06/11/2015 03:34 PM	Submitted for Approval
Approved	Brintlinger,Angela Kay	06/11/2015 04:06 PM	Unit Approval
Approved	Heysel,Garett Robert	06/15/2015 10:42 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/28/2015 12:35 PM	ASCCAO Approval
Submitted	Peterson,Derek	10/28/2015 04:43 PM	Submitted for Approval
Approved	Brintlinger,Angela Kay	10/29/2015 11:26 AM	Unit Approval
Approved	Heysel,Garett Robert	11/05/2015 07:13 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/05/2015 07:13 PM	ASCCAO Approval

Global Human Trafficking: Realities and Representations

IS 5450/ Slavic 5450

Format: lecture; 3 credit hours

W/F – 11:10-12:30

Professors: Yana Hashamova (hashamova.1@osu.edu) Hagerty Hall 400

Jennifer Suchland (suchland.15@osu.edu) Hagerty Hall 420

Office Hours:

Course Description:

At the beginning of the twenty-first century, human trafficking re-emerged as a widespread global phenomenon. Policymakers and activists now consider it to be one of the most dramatic challenges to human rights and the global order, alongside terrorism and drug trafficking. This course will introduce students to the development of human trafficking as it has been understood and represented by governments, policymakers, the media, and popular culture. Students will understand what social science approaches and methods are used to study trafficking. In the 1980s, activists were the first to re-politicize the issue. Governments then rallied at the close of the Cold War to create new anti-trafficking legislation. The class will analyze the progression of anti-trafficking activism and legislation to better comprehend the problem and how understandings of it shape policy. Likewise, the noticeable increase in the production of feature films, TV dramas, and documentaries focused on trafficking in people reveals the social engagement of journalists and filmmakers and a broader public interest in the issue. These media reports and films, however, invite closer scrutiny, for the representation of trafficking and its violence can be as problematic as it can be helpful in combating this twenty-first-century human rights violation. Students will examine differences in the perception of trafficking in the West and in Eastern Europe, as it has been documented by viewer response scholarship and social attitudes studies. The objective of this course is to scrutinize common understandings and representations of trafficking and to consider the advantages and disadvantages of such understandings and representations. The course will place an emphasis on human trafficking in the United States and Eastern Europe, but will also cover other areas.

Objectives:

- Students will comprehend the development of human trafficking in the last century;
- Students will grasp the methods and approaches used by scholars, governments, and International Government Organizations to investigate human trafficking;
- At the end of the course, students will be able to recognize how ideology and politics affect human rights matters;
- Students will learn about anti-trafficking activism and legislation;
- Students will study how to interpret film and media representations of trafficking;

- Students will gain knowledge of how viewership in different social, economic, and political contexts can influence the attitudes towards human trafficking;
- Students will gain critical knowledge of how production, viewership, and ideology influence the creation and understanding of cultural products that depict trafficking.

Course Access & Accommodation:

“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/>.”

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 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 <http://studentlife.osu.edu/csc/>.”

Course Requirements:

Participation **20%**

Your participation grade is based on your presence and active/verbal engagement with the class. You are allowed one excused absence and one unexcused absence, after which deductions to your grade will be made. There will be occasional discussion assignments that you will need to complete prior to class. These assignments are in addition to readings and will help our exploration and discussion.

A (20%) - clear evidence of preparation, frequent voluntary participation, and significant contribution to class discussions. (Frequent participation means participation in 75% of class discussions during the semester. Students make significant contribution

to discussions when their answers relate to the topic and their arguments are based on class material).

B (17%) - clear evidence of preparation and some participation (Some participation constitutes participation in 50% of class discussions during the semester).

C (14%) - presence, evidence of preparation, and no voluntary participation. We check students' preparation when posing questions to individual students. If these students show evidence of preparation, but otherwise do not volunteer to participate, this amounts to a "C" for participation.

- Late assignments – minus 3% each
- Absence (beyond three)– minus 3% each

Midterm **20%**

An in-class exam consisting of key terms, short answers and essays. The exam will test your comprehension of course material. There will be a review sheet to help you prepare for the exam.

Wiki Posts **15%**

During the semester you will make **two** posts (300-500 words) and respond to **one** post (300-500 words) on our course Wiki. The post should be on some aspect of human trafficking including policy debates, social movement activism, or legal cases, You can respond to a news item, an event, article, video/film, TV show, or website that relates to these areas of human trafficking. The post should provide a general summary as well as critical feedback based on what you have learned in the course about the development of anti-trafficking legislation and the key controversial issues related to that legislation, including migration, smuggling, labor rights and the sex trade.

Human Trafficking in Context **15%**

This is a short paper (5 pages) in which you will research trafficking in a particular context – community, city, country or region – and write up your findings. While human trafficking is a global phenomenon, it works in the context of particular dynamics that vary from location to location. Using the U.S. Department of State annual TIP Report and other rigorous sources, you will research the specific dynamics in a particular context that contribute to trafficking, including: migration patterns; migration laws; labor laws; industry patterns; historical racial, class, national and/or gender hierarchies; presence or history of ethnic conflict or other political conflicts; or/and the role of government and law enforcement.

Final Project **30%**

Each student will devise, in consultation with the instructors, a final project. The project can be a research paper that engages a particular dimension or debate in human trafficking policy, or an outreach project, video, or other creative project that addresses and engages the content of the course. All projects must engage the content of the course in two ways: it must be grounded in knowledge of anti-trafficking legislation and advocacy AND it must reflect knowledge of the consequences of the representation of human trafficking. Creative projects will need to be accompanied by an “artist statement” that details the methodology and research behind the project. Your final project plan and outline is due week 13 and counts for 5% of the grade.

Course Schedule

All readings are available on Carmen. Videos not watched in class are available through the OSU digital library (<https://resourcecenter.odee.osu.edu/secured-media-library>).

I. The Roots of Human Trafficking Law

Human trafficking is not new. In the 19th century, there was discussion of the problem of the “white slave trade,” which is considered today to be sex trafficking. The actual term human trafficking evolved through the 20th century as different forms of forced and bonded labor were brought under one category. In this section we will learn about the roots of modern human trafficking law, consider why trafficking and slavery were separate categories and why they were politicized anew starting in the 1980s. We will closely analyze anti-trafficking law in the United States and United Nations.

Week 1: White Slave Trade

- 1904 Suppression of White Slave Traffic [p.1-7]
- 1899 National Vigilance Society [approx 30 pages]
- UN 1949 International Convention on the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others [p.1-6]

Week 2: Forced and Bonded Labor

- 1956 UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery [p.1-4]
- 1930 UN Forced Labor Convention [p.1-5]
- *Modern Slavery: Debt Bondage and Child Soldiers* (2008) [watch in class]

Weeks 3-4: Violence Against Women and Women's Human Rights

- Jutta Joachim, "Framing Issues and Seizing Opportunities: The UN, NGOs, and Women's Rights," *International Studies Quarterly* 47(2):247-274.
- 1993 Vienna Tribunal for Women's Human Rights [aprox 80 pages]
- Charlotte Bunch (1990), "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights," *Human Rights Quarterly* 12(4):486-498.
- 1993 UN Declaration on the Elimination of Violence Against Women [p.1-5]
- 1996 President Clinton speech on women's human rights [2 pages]
- *Passionate Politics* (2011), documentary about Charlotte Bunch (watch in class)

Week 5: Human Trafficking as Modern Day Slavery

- *Not My Life* (2011) (watch outside of class)
- Anthony Destafano (2008). *The War on Human Trafficking: U.S. Policy Assessed* [p.30-45]
- Guri Tyldum and Anette Brunovskis (2005), "Describing the Unobserved: Methodological Challenges in Empirical Studies on Human Trafficking," *International Migration*, 43(1/2):17-34.
- US 2000 Victims of Violence and Trafficking Protection Act [approx 25 pages]
- UN 2000 Optional Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children [approx 20 pages]
- UN Testimonial video (<https://www.youtube.com/watch?v=W5u2IUf8JUw>)

**** First Wiki post due week five**

II. Contested Issues/Debates in Human Trafficking

While everyone can agree that human trafficking is wrong, there are many different opinions about how best to understand the problem and how to combat it. In this section we will address three key issues/debates that animate anti-trafficking policy and advocacy: labor rights, migration, and human rights. In addition, we will look at the turn to acknowledge that there are domestic victims of trafficking in the United States.

Week 6: The Labor Politics of Human Trafficking: the sex trade and migration

- Boris, Gilmore and Parreñas (2010), “Sexual Labors: interdisciplinary perspectives towards sex as work,” *Sexualities* 13(2): 131-137.
- NSWP (2008), “Sex Work is not Trafficking” [p.1-5]
- ILO (2014), “Profits and Poverty: The Economics of Forced Labour” [approx 20 pages]
- Jennifer Chacón, (2010), “Tensions and Trade-Offs: Protecting Trafficking Victims in the Era of Immigration Enforcement,” *University of Pennsylvania Law Review* vol. 158, pp.1609-1653.
- Michelle Madden Dempsey (2010), “Sex Trafficking and Criminalization: In Defense of Feminist Abolitionism,” *University of Pennsylvania Law Review*, 158(6):1729-1778.
- *Golden Venture* (2006) [watch outside of class]

Week 7: Human Rights and Human Trafficking

- SWAN (2009), “Arrest the Violence: Human Rights Abuses Against Sex Workers in Central and Eastern Europe and Central Asia” [approx 70 pages]
- OSCE (2011), “Community Policing Approach to Victim Identification” [approx 40 pages]
- Anne Gallagher (2011), “Human Rights and Human Trafficking: A Reflection on the Influence and Evolution of the U.S. Trafficking in Persons Report,” in Alison Brysk and Austin Choi-Fitzpatrick (eds). *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Philadelphia: University of Pennsylvania Press. pp. 172-194

**Midterm Exam after week 7

Week 8: Domesticating Trafficking

- Blue Campaign (US Department of Homeland Security website)
<http://www.dhs.gov/blue-campaign>
- Denise Brennan (2008), “Competing Claims of Victimhood? Foreign and Domestic Victims of Trafficking in the United States,” *Sexuality Research & Social Policy* 5(4):45-61.
- Ohio Human Trafficking Taskforce <http://humantrafficking.ohio.gov>

- US Senate testimony (<http://www.judiciary.senate.gov/meetings/human-trafficking-in-the-united-states-protecting-the-victims>)

- US 2015 Justice for Victims of Trafficking Act [<https://www.congress.gov/bill/114th-congress/senate-bill/178/text>]

- Polaris Project video (<http://www.polarisproject.org/what-we-do/client-services/survivor-expressions>)

III. Trafficking and Global Media: The Opportunities and Challenges of Representation

The next part of the course examines media materials used by the public, NGOs, and governments in the U.S., Western Europe, and Eastern Europe to raise awareness of trafficking. Awareness campaigns are a key component of trafficking prevention programs. Thus, closely analyzing how trafficking is represented in the media is a critical part of grasping how the media can help and hinder anti-trafficking. As part of our critical analysis of documentaries, feature films, video clips, and NGOs' anti-trafficking media materials, we will examine how the cultural and gender differences of the creators and audiences have an impact on: how trafficking is represented; how audiences perceive the problem of trafficking; and the effectiveness of prevention campaigns.

Week 9: Trafficking in Western Film

-Jennifer Suchland (2013), "Double framing in *Lilya 4-Ever*: Sex trafficking and Postsocialist Abjection." *European Journal of Cultural Studies* 16: 362-376

-Emily Schuckman (2015), "Portraying Trafficking in Lukas Moodysson's *Lilya 4-Ever*." *Feminist Media Studies* (February): 1-16.

-*Lilya 4-ever* (Sweden/Denmark, 2002) [watch in class]

-*Taken* (France, UK, US, 2010)[watch outside of class]

-*The Whistleblower* (Germany, Canada, US, 2010)[watch outside of class]

**** Second Wiki post due week nine**

Week 10: Trafficking and Eastern Europe

-Nicole Lindstrom (2004), "Regional Sex Trafficking in the Balkans: Transnational Networks in an Enlarged Europe." *Problems of Post-Communism* 51, no. 3 (May/June): 45-52.

-Gail Kligman and Stephanie Limoncelli (2005), "Trafficking Women after Socialism: To, Through, and from Eastern Europe." *Social Politics: International Studies in Gender, State and Society* 12:1 (Spring): 118-140.

-Karin Sarsenov (1999), 'Representations of Russian Women', *Slavica Lundensia* 19, pp. 83-103.

-*Spare Parts* (Slovenia, 2004), *Lady Zee* (Bulgaria, 2005), *The Melon Route* (Croatia, 2006), and *Sisters* (Serbia, 2011) [excerpts watched in class]

**** Trafficking in Context assignment due end of week 10**

Week 11-12: NGOs and Media products

-William Brown (2010), "Negotiating the Invisible." *Moving People, Moving Images : Cinema and Trafficking in the New Europe*. Brown, William, Dina Iordanova, and Leshu Torchin, College Gate Press, pp.16-49.

-Leshu Torchin (2010), "Traffic Jam: Film, Activism and Human Trafficking." *Moving People, Moving Images : Cinema and Trafficking in the New Europe*. Brown, William, -- Dina Iordanova, and Leshu Torchin, College Gate Press, pp. 218-237.

-Wendy Hesford (2005), "Kairos and the Geopolitical Rhetorics of Global Sex Work and Video Advocacy." In Hesford, Wendy S. and Wendy Kozol (eds.). *Just Advocacy?: Women's Human Rights, Transnational Feminism, and the Policies of Representation*. New Brunswick: Rutgers University Press, pp. 146-173.

-Dina Iordanova (2010), "Making Traffic Visible." *Moving People, Moving Images: Cinema and Trafficking in the New Europe*. College Gate Press, pp. 84-118.

-*Open Your Eyes* (Bulgaria [with IOM], 2004); *Svetlana's Journey* (Bulgaria/US [with face-toFace], 2004); *You are Alive* (Macedonia [with Open Gate], 2006) [excerpts watched in class]

**** Response to one Wiki post due week twelve**

Week 13: Trafficking, Cinema, and Trauma

-E. Ann Kaplan (2005), *Trauma Culture: The Politics of Terror and Loss in Media and Literature*. New Brunswick: Rutgers University Press.

-Joshua Hirsh (2009), "Post-traumatic Cinema and the Holocaust Documentary." In Kaplan, E. Ann and Ban Wang, (2009) (eds.), *Trauma and Cinema: Cross-Cultural Explorations*, Aberdeen: Hong Kong University Press, pp. 93-123.

-*Promised Land* (Israel/France, 2002) [watch in class]

**** Outline of final project due end of week**

Week 14: Trafficking and the Viewer

-John Fiske (1989), "Moments of Television: Neither the text nor the Audience." E. Seiter, H. Borchers, G. Kreuzner and E.-M. Worth (eds.). *Remote Control: televisions, Audiences and Cultural Power*. London, Routledge, pp.56-78.

-Yana Hashamova, R. Bozhinova and E. Tair (2010), "Knowledge and Attitudes towards Trafficking in People: Cross-Cultural Differences." *Bulgarian Journal of Psychology* 1.4: 41-51.

-La Strada International Association < <http://lastradainternational.org/>>

Week 15: Conclusions

- **Course Evaluations**

- **Peer Dialogue on final projects**

****Final Project due during the week of finals**

Concerning issues raised by the SBS Panel regarding Slavic/IS 5450:

1. Justify 5000-level number

The page numbers now are included on the syllabus. The reading load is appropriate for a 5000-level course. Considering the quantity of pages, the reading difficulty, and the range of sources, upper-level students as well as first-year MA students will be challenged. There is *no* popular press in the syllabus; rather, the readings include sources from peer-reviewed social science journals, law journals, books published by academic presses, U.S. federal laws, United Nations documents, and policy briefs by organizations such as the ILO. Each of these types of readings is important for students to understand and analyze. These readings are complex, rigorous, and appropriate for a 5000-level course. Students find reading many of the primary sources (including laws from the 19th century and current U.S. legislation) quite difficult; thus, though in the first week the quantity of pages is not high, I believe the readings are sufficiently challenging. I strongly disagree that this course is introductory. The course assumes introductory knowledge of political processes (civil society – state relations), law, and cultural analysis (subjectivity, objectivity, discourse).

2. Justify social science content

The course addresses two core themes: (1) how and why do social problems become recognized by the state; and (2) how and why does *how* we understand (and represent) social problems matter? In no section is the *popular press* used as a source other than as a primary source for analysis. The media chosen is used by government and advocacy organizations to educate the public about human trafficking and how to prevent it. A rigorous discussion of this media is crucial to questions relevant to the social sciences. Namely, the question of framing has been central to scholarship on theoretical perspectives used by individuals, groups, and societies to organize and communicate political differences. Moreover, the issue of framing has been central to social movement theory, research on elites, political organizations (i.e., political parties), and political communications. Part III of the syllabus is tied to questions of framing and debates about how to represent trauma effectively. It also addresses the role of spectatorship in understanding the impact of anti-trafficking media campaigns. Studies on social attitudes towards trafficking are employed too.

The following questions discussed in Parts I and II relate to social science questions (specifically to law, history, political science, and international relations):

- How and why do social problems become recognized by the state?
- What role can civil society play in shaping public policy and law?

- What strategies were used by civil society actors and IGO's, such as the UN, to advance global norms against gender violence? What is the relationship between civil society, governments, and IGOs in the context of human trafficking?
- What methods are used by governments, IGOs, and academics to study human trafficking? What are the challenges of researching human trafficking?
- Who decides what is a human right? Why and how has our understanding of human trafficking changed over time?
- What legal, political, and/or economic solutions can be used to combat trafficking?

3. Course content does not reflect course title and description

The description reads:

“At the beginning of the twenty-first century, human trafficking re-emerged as a widespread global phenomenon. Policymakers and activists now consider it to be one of the most dramatic challenges to human rights and the global order, alongside terrorism and drug trafficking. This course will introduce students to the development of human trafficking as it has been understood and represented by governments, policymakers, the media, and popular culture. Students will understand what social science approaches and methods are used to study trafficking. In the 1980s, activists were the first to re-politicize the issue. Governments then rallied at the close of the Cold War to create new anti-trafficking legislation. The class will analyze the progression of anti-trafficking activism and legislation to better comprehend the problem and how understandings of it shape policy. Likewise, the noticeable increase in the production of feature films, TV dramas, and documentaries focused on trafficking in people reveals the social engagement of journalists and filmmakers and a broader public interest in the issue. These media reports and films, however, invite closer scrutiny, for the representation of trafficking and its violence can be as problematic as it can be helpful in combating this twenty-first-century human rights violation. Students will examine differences in the perception of trafficking in the West and in Eastern Europe, as it has been documented by viewer response scholarship and social attitudes studies. The objective of this course is to scrutinize common understandings and representations of trafficking and to consider the advantages and disadvantages of such understandings and representations. The course will place an emphasis on human trafficking in the United States and Eastern Europe, but will also cover other areas.”

The underlined parts of the description are directly represented in the course content. The course spends five weeks on the progression of anti-trafficking law, looking at the role of governments and civil society in shaping that law. We then spend three weeks on key political debates within anti-trafficking law and advocacy. The following seven weeks are spent analyzing anti-trafficking media tools, as described in the course description. The course covers what the title states: realities (the law and controversies) and representations (how the problem is covered in anti-trafficking advocacy and its

impact). Thus, we do not believe the course content is narrower than what is indicated in the title or outlined in the course description.

4. Define final project more narrowly

See revised syllabus.

Subject: FW: Concurrence for IS 5450/ Slavic 5450
Date: Monday, October 26, 2015 at 3:59:09 PM Eastern Daylight Time
From: Hashamova, Yana
To: Mughan, Anthony
CC: Peterson, Derek

From: guiselalatorre4@gmail.com [guiselalatorre4@gmail.com] on behalf of Guisela Latorre [latorre.13@osu.edu]
Sent: Monday, October 26, 2015 1:49 PM
To: Hashamova, Yana
Subject: Concurrence for IS 5450/ Slavic 5450

Dear Yana,

This is to let you know that our department has approved your request for concurrence for IS 5450/ Slavic 5450. Per our phone conversation though, we hope that we can continue having a discussion about cross-listing this course with WGSS in the near future. Our department thinks it would be beneficial for students in IS, Slavic and WGSS.

--

Guisela Latorre, Associate Professor
Department of Women's, Gender and Sexuality Studies
Co-Editor, *Frontiers: A Journal of Women Studies*
The Ohio State University
286 University Hall
Columbus, OH 43210
Phone: (614)247-7720
Fax: (614)292-0276

Subject: FW: concurrence request- Slavic/International Studies 5450
Date: Wednesday, October 21, 2015 at 1:56:10 PM Eastern Daylight Time
From: Hashamova, Yana
To: Peterson, Derek

From: Buchmann, Claudia
Sent: Wednesday, October 21, 2015 1:44 PM
To: Hashamova, Yana; Mughan, Anthony
Subject: Re: concurrence request- Slavic/International Studies 5450

With this email, I grant concurrence for Global Human Trafficking course. Thanks,
Claudia

Claudia Buchmann
Professor & Chair
Department of Sociology
238 Townshend Hall
Columbus, OH 43210
614-292-5452



THE OHIO STATE UNIVERSITY

On Oct 12, 2015, at 11:56 AM, Hashamova, Yana <hashamova.1@osu.edu> wrote:

P.S. Please forgive the typos in the subject line. Monday is particularly hectic.

Yana

From: Hashamova, Yana
Sent: Monday, October 12, 2015 11:43 AM
To: LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia
Cc: Mughan, Anthony; Suchland, Jennifer
Subject: concurrence request- Slavic/International Studies 5450

Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

Would you please consider our request? The curriculum approval process stipulates that if you do not respond in two weeks (by Oct. 26), we should assume the concurrence granted.

Thank you very much for your time.

Yana (and Jenny)

Yana Hashamova, Ph.D.

Professor and Chair

The Ohio State University

Department of Slavic and East European Languages and Cultures

Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and
Mershon Center for International Security Studies

1775 College Road, Columbus, OH 43210

u.osu.edu/hashamova.1

Subject: FW: concurrence request- Slavic/International Studies 5450
Date: Wednesday, October 21, 2015 at 1:57:43 PM Eastern Daylight Time
From: Hashamova, Yana
To: Mughan, Anthony
CC: Peterson, Derek

From: Moddelmog, Debra
Sent: Tuesday, October 13, 2015 9:44 PM
To: Hashamova, Yana
Cc: Simmons, Clare; Hesford, Wendy; Lowry, Debra
Subject: FW: concurrence request- Slavic/International Studies 5450

Hi Yana,

The Department of English is happy to provide concurrence for this course. We think it will be a great addition to the curriculum. We have also secured the support of Professor Wendy Hesford of our department, who assists with the Human Rights minor; Wendy believes the course will be perfect for that minor. We did want to let you know that Wendy sometimes teaches a section of English 4595: Literature and Law that has a similar theme. This is not a permanent theme of the course (the course topic changes with each instructor). We don't believe the two courses compete given that IS 5450/Slavic 5450 is clearly focused on social/political sciences and the course that Wendy offers in English emphasizes a humanities-based rhetorical approach. I attach Wendy's syllabus here just in case you want to compare. But even if they don't cover exactly the same territory, when it comes time to schedule these courses, we might want to make sure we don't schedule them against each other.

Good luck with this very exciting and important course.

My best,

Debra



Debra A. Moddelmog
Professor and Chair
Department of English
421 Denney Hall, 164 W. 17th Ave., Columbus, OH 43214
614-292-6065 Office / 614-292-7816 Fax
moddelmog.1@osu.edu english.osu.edu

From: Hashamova, Yana
Sent: Monday, October 12, 2015 11:43 AM
To: LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia
Cc: Mughan, Anthony; Suchland, Jennifer
Subject: concurrence request- Slavic/International Studies 5450

Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

Would you please consider our request? The curriculum approval process stipulates that if you do not respond in two weeks (by Oct. 26), we should assume the concurrence granted.

Thank you very much for your time.

Yana (and Jenny)

Yana Hashamova, Ph.D.

Professor and Chair

The Ohio State University

Department of Slavic and East European Languages and Cultures

Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and Mershon

Center for International Security Studies

1775 College Road, Columbus, OH 43210

u.osu.edu/hashamova.1

Subject: FW: concurrence request- Slavic/International Studies 5450
Date: Wednesday, October 21, 2015 at 1:59:18 PM Eastern Daylight Time
From: Hashamova, Yana
To: Mughan, Anthony
CC: Peterson, Derek

From: Friedman, Ryan
Sent: Tuesday, October 13, 2015 10:22 AM
To: Hashamova, Yana
Subject: RE: concurrence request- Slavic/International Studies 5450

Hi Yana:

Thanks for seeking Film Studies' concurrence on your course proposal. It looks like a really interesting course! I don't see any curricular concerns from our program's perspective, despite the inclusion of some film and television material on the syllabus. So I'm inclined to grant concurrence. I'm new to this process, so you'll have to let me know if you need anything further from me in the way of documentation.

Thanks and all best,
Ryan

Ryan Jay Friedman
Director, Film Studies Program
Associate Professor of English
The Ohio State University
Hagerty Hall 150
Columbus, OH 43210

From: Hashamova, Yana
Sent: Monday, October 12, 2015 11:43 AM
To: LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia
Cc: Mughan, Anthony; Suchland, Jennifer
Subject: concurrence request- Slavic/International Studies 5450

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Subject: FW: concurrence request- Slavic/International Studies 5450
Date: Wednesday, October 21, 2015 at 2:01:31 PM Eastern Daylight Time
From: Hashamova, Yana
To: Mughan, Anthony
CC: Peterson, Derek

From: ponce73@gmail.com [ponce73@gmail.com] on behalf of M. J. Ponce [ponce.8@osu.edu]
Sent: Tuesday, October 13, 2015 11:27 AM
To: Hashamova, Yana; Suchland, Jennifer
Subject: Re: concurrence request- Slavic/International Studies 5450

Dear Yana and Jenny,

The course looks fantastic to me. I'm assuming I was put on this email because of my role as coordinator of Sexuality Studies. From that perspective, you have my full endorsement of the course. The SS curriculum, to my knowledge, doesn't cover this very important issue. And it would be great to be able to offer it for Sexuality Studies credit, provided that 50% of the specific iteration's content addresses issues of human sexuality (which the sample syllabus seems to fulfill).

Good luck with the approval process!

Joe

On Mon, Oct 12, 2015 at 11:56 AM, Hashamova, Yana <hashamova.1@osu.edu> wrote:
P.S. Please forgive the typos in the subject line. Monday is particularly hectic.

Yana

From: Hashamova, Yana
Sent: Monday, October 12, 2015 11:43 AM
To: LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia
Cc: Mughan, Anthony; Suchland, Jennifer
Subject: concurrence request- Slavic/International Studies 5450

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Yana (and Jenny)

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Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and Mershon

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Martin Joseph Ponce

Associate Professor, English Department

Coordinator, Sexuality Studies Program

The Ohio State University

545 Denney Hall

<http://u.osu.edu/ponce.8/bio/>

Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Required Courses			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
Electives			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 4136	Intermediate/Advanced	Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 2345	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced

Russian 5601	Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4260H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 4670	Novice	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced