

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Relying on accessible scholarship as well as videos and films, the course will introduce students to the cultural mechanisms of identity constructs as reflected in film and media. In a comparative framework, students will examine the experiences of racial, religious, and gender minorities in Eastern Europe and the United States and will evaluate the similarities and differences of these experiences. Examples and case studies include the histories of Roma in Eastern Europe and African Americans in the US and the legacies of these histories resulting in violation of their human rights; the socialist states' embrace of African American female activists for freedoms and rights and the same states' disregard of these activists' feminist goals; the different nature of racisms in the US and in Russia; among others. Drawing connections between concepts of racism and misogyny and their reflection in different national cultures, students will apply the acquired knowledge to their own experiences.

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Discussing two chapters (“Identity, Race, and Ethnicity” and “Gendered Identities”) from Routledge Handbook of Identity Studies and subsequently applying the understanding of the ways identity are constructed to the analysis of film and media, students will be able to appraise racial, ethnic, and gender imaginaries and stereotypes as reflected in culture. Through weekly quizzes and film/media analysis, students will be evaluated on their skills to identify cultural racial constructs in the media examples offered and to interpret them.

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Connecting the historical legacies of racism in Eastern Europe and in this country to present experiences of minority groups (course topics: Cross Atlantic Racial and Ethnic Encounters: Past and Present and East Europeans in the US and Africans in Russia: Past and Present), students will gain insights into the complex systems of power and how experiences today and impacted by these legacies steeped in power relations. In discussion posts, students are asked to identify and explain how systems of power continue to impact lived experiences.

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Gaining understanding of the similar and different experiences of Roma and African Americans, of East European and American Muslims, of African-American and East European feminists (topics: Cross Atlantic Racial and Ethnic Encounters: Past and Present and Black, Socialist, and Muslim Feminisms), evaluated through quizzes and the final project, students will be able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The course is designed to engage students and guide them in the examination of the historical legacies of racial and gender injustices in different contexts and their direct impact on the lives of people today both in Eastern Europe and in the US. Assignments, such as discussion posts, group project, and final project, which ask students to relate the knowledge gained from the video lectures and course materials to their own experiences and those of their friends and family members, allow students to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Analysis of all comparative readings and films from the syllabus (for example, “African-American and Romani Filmic Representation and the ‘Posts’ of Post-Civil Rights and Post-EU Expansion” and “Russia as a mirror of American racism”) offer students the opportunities to appraise how historical and cultural contexts impact social identities and positions. Through the group project students are guided to reflect on their own (and those of their friends and family) social positions.

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Examining scholarship such as “The Role of Stereotypes” as well as analyzing Russia’s RT – “Stories of Black Americans Who Fled to the USSR to Escape Race Discrimination” and other film/media examples guided by the theoretical framework of identity studies and the working of stereotypes students are able to recognize how perceptions of difference visible in the depiction of African-Americans from Russia and their understanding of racism in the US and in Russia can shape one’s own beliefs and behaviors. Discussion posts and final project offer students the opportunity to reveal that recognition.

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Course topics such as Soviet Ideology on race and ethnicity and its real face: Then and Now and Anti-Semitism in different geopolitical contexts and almost all assigned readings and film/media guide students to identify how the categories of race, gender, and ethnicity influence the lived experiences of others. Discussion posts and the final project allow students to describe how these categories influence the experience of others (Roma, African-Americans, Black and Muslim feminists, Jewish, etc.).

---

## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2995.99  
Course Title Race and Gender in Eastern Europe and the US: A Transatlantic Comparison  
Transcript Abbreviation Race/Gender in EE  
Course Description By studying how identities (racial, ethnic, gender, and religious) exist as cultural constructs, this course will examine and compare the experiences of Russian and East European ethnic and racial minorities in their respective countries and African Americans in the US regarding racialization and marginalization through cultural and social constructs.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for COMPSTD 2995  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in COMPSTD 2995

## Subject/CIP Code

Subject/CIP Code 05.0118  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Race, Ethnic and Gender Diversity

## Course Details

### Course goals or learning objectives/outcomes

- Recognize the nature of identity (racial, ethnic, gender, etc) as cultural constructs;
- Explain the fluid nature of racial concepts and their easy absorption into cultural metaphor across cultures;
- Examine the comparative aspect of the position of racial, ethnic, and gender minorities in Eastern Europe and the US;

### Content Topic List

- Identity Constructs & Stereotypes
- Soviet Ideology on race and ethnicity and its real face: Then and Now
- Cross Atlantic Racial and Ethnic Encounters: Past and Present

### Sought Concurrence

Yes

## Attachments

- ge-foundations-submission-Slavic2995.99.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Peterson, Derek)*
- Slavic 2995.99 ASC Tech Review.docx: ASC Tech Review  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- wgss.pdf: WGSS  
*(Concurrence. Owner: Peterson, Derek)*
- comp studies.pdf: Comp. Studies  
*(Concurrence. Owner: Peterson, Derek)*
- film studies.pdf: Film Studies  
*(Concurrence. Owner: Peterson, Derek)*
- Curriculum Maps Russian Major - November 16 2021.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Slavic 2995.99 Race and Gender-Transatlantic Comparison-syllabus (final-rev).docx  
*(Syllabus. Owner: Peterson, Derek)*

## Comments

- Revised syllabus and curriculum map attached. *(by Peterson, Derek on 11/18/2021 04:14 PM)*
- Please see Panel feedback email sent 10/11/2021. *(by Hilty, Michael on 10/11/2021 02:12 PM)*
- Please check off all campuses. Per OAA request, all new GE courses need to be available on all campuses (or upload rationale for why the dept does not want to offer the course at one or the other campus). *(by Vankeerbergen, Bernadette Chantal on 08/18/2021 01:25 PM)*

**COURSE REQUEST**  
2995.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/06/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	08/05/2021 01:47 PM	Submitted for Approval
Approved	Peterson, Derek	08/05/2021 01:47 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/18/2021 01:25 PM	College Approval
Submitted	Peterson, Derek	09/10/2021 11:39 AM	Submitted for Approval
Approved	Peterson, Derek	09/10/2021 11:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2021 11:24 AM	College Approval
Revision Requested	Hilty, Michael	10/11/2021 02:12 PM	ASCCAO Approval
Submitted	Peterson, Derek	11/18/2021 04:14 PM	Submitted for Approval
Approved	Peterson, Derek	11/18/2021 04:16 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/06/2021 12:47 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/06/2021 12:47 PM	ASCCAO Approval





## SYLLABUS

# RACE AND GENDER IN EASTERN EUROPE AND THE US: A TRANSATLANTIC COMPARISON

**SLAVIC/COMPSTD 2995.99- ONLINE**

## GE FOUNDATIONS: RACE, ETHNIC, AND GENDER DIVERSITY

AU22 – Online

Lecture, 3 credit hours

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Yana Hashamova

Email address: hashamova.1@osu.edu

Phone number:

Office hours: by appt./Zoom

### Course description

By studying how identities (racial, ethnic, gender, and religious) exist as cultural constructs, this course will examine and compare the experiences of Russian and East European ethnic and racial minorities in their respective countries and African Americans in the US regarding racialization and marginalization through cultural and social constructs. To demonstrate the cultural and historical nature of race, the course will also evaluate how the early wave of immigration from Eastern and Southern Europe to the United States alarmed Americans about the preservation of the nation's "purity." Last, we will discuss how the encounters of Black American women with women in socialist/post-socialist countries influenced the feminist believes and lives of both.

In particular, by watching, reading, and discussing social and cultural issues of othering as reflected in cinematic examples, media, and scholarly texts, students will learn how the identity of diverse groups is constructed and manipulated both from outside the groups (the process of "othering" by the mainstream) and from within. Among the diverse groups to be considered are non-Russian groups in Russia; Roma and Muslim minorities in the Balkans.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- recognize the nature of identity (racial, ethnic, gender, etc) as cultural constructs;
- explain the fluid nature of racial concepts and their easy absorption into cultural metaphor across cultures;
- explain the basic premise of the communist ideology of internationalism and acceptance of others and its failure in reality;
- explain the position of racial, ethnic, and gender minorities in Eastern Europe and their relation to power;
- examine the comparative aspect of the position of racial, ethnic, and gender minorities in Eastern Europe and the US;
- analyse the transectionality and transnationality of race, gender, and religion based on the encounters of African American and socialists feminists;
- compare and explain the racialization and marginalization of Roma in Eastern Europe and African Americans in the US;
- apply knowledge gained about racial, ethnic, gender, and religious constructs in EE and in the US to demonstrate critical self- reflection and critique of their social positions and identities.

## GE FOUNDATIONS: RACE, ETHNIC, AND GENDER DIVERSITY

Goal 1: successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

*By learning how identities are constructed culturally, by examining racial, ethnic, gender, and religious discourses and stereotypes of other cultures (Russian and Eastern Europe), and by comparatively appraising how these categories function in the US and in Eastern Europe, students are able to evaluate how perceptions and constructs can impact individuals and*

*society. For more detail information on how the course's goals meet the GE REGD's ELOs, please see below.*

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

Discussing two chapters (“Identity, Race, and Ethnicity” and “Gendered Identities”) from Routledge Handbook of Identity Studies and subsequently applying the understanding of the ways identity are constructed to the analysis of film and media, students will be able to appraise racial, ethnic, and gender imaginaries and stereotypes as reflected in culture. Through weekly quizzes and film/media analysis, students will be evaluated on their skills to identify cultural racial constructs in the media examples offered and to interpret them.

- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

Connecting the historical legacies of racism in Eastern Europe and in this country to present experiences of minority groups (course topics: Cross Atlantic Racial and Ethnic Encounters: Past and Present and East Europeans in the US and Africans in Russia: Past and Present), students will gain insights into the complex systems of power and how experiences today and impacted by these legacies steeped in power relations. In discussion posts, students are asked to identify and explain how systems of power continue to impact lived experiences.

- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

Gaining understanding of the similar and different experiences of Roma and African Americans, of East European and American Muslims, of African-American and East European feminists (topics: Cross Atlantic Racial and Ethnic Encounters: Past and Present and Black, Socialist, and Muslim Feminisms), evaluated through quizzes and the final project, students will be able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

The course is designed to engage students and guide them in the examination of the historical legacies of racial and gender injustices in different contexts and their direct impact on the lives of people today both in Eastern Europe and in the US. Assignments, such as discussion posts, group project, and final project, which ask students to relate the knowledge gained from the video lectures and course materials to their own experiences

and those of their friends and family members, allow students to evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

### 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.

Analysis of all comparative readings and films from the syllabus (for example, “African-American and Romani Filmic Representation and the ‘Posts’ of Post-Civil Rights and Post-EU Expansion” and “Russia as a mirror of American racism”) offer students the opportunities to appraise how historical and cultural contexts impact social identities and positions. Through the group project students are guided to reflect on their own (and those of their friends and family) social positions.

### 2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.

Examining scholarship such as “The Role of Stereotypes” as well as analyzing Russia’s RT – “Stories of Black Americans Who Fled to the USSR to Escape Race Discrimination” and other film/media examples guided by the theoretical framework of identity studies and the working of stereotypes students are able to recognize how perceptions of difference visible in the depiction of African-Americans from Russia and their understanding of racism in the US and in Russia can shape one’s own beliefs and behaviors. Discussion posts and final project offer students the opportunity to reveal that recognition.

### 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course topics such as Soviet Ideology on race and ethnicity and its real face: Then and Now and Anti-Semitism in different geopolitical contexts and almost all assigned readings and film/media guide students to identify how the categories of race, gender, and ethnicity influence the lived experiences of others. Discussion posts and the final project allow students to describe how these categories influence the experience of others (Roma, African-Americans, Black and Muslim feminists, Jewish, etc.).

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules**. All materials are released at the beginning of the semester. Minor alterations are possible during the semester. Quizzes, exams, projects, and discussion posts are available only during their assigned weeks. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums:**  
As part of your participation, you can expect to post comments on topics assigned by the instructor. The frequency of the posts will vary.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

N/A

- All reading and visual materials are available on Carmen or links to online sources are provided.

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me

new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

Detailed instructions on all assignments are provided on Carmen.

ASSIGNMENT CATEGORY	POINTS	ELOS
<b>Quizzes (13x15 points each)</b>	195	Evaluate the social positions and representations of categories including those of race, ethnicity, and gender in EE and the US
<b>Discussion Posts 5</b>	50 (10 each)	Engage in critical self-reflection of your identity
<b>Film/media analysis</b>	30	Evaluate the representations of categories including race, gender, and ethnicity, and possibly others, and recognize stereotypical constructs.
<b>Group Project</b>	40	Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors

<b>Final project</b>	60	Analyze how the intersection of categories including race, gender, and ethnicity interact to shape lived experiences.  Evaluate social and ethical implications of studying race, gender, and ethnicity.
<b>Total</b>	<b>375/100%</b>	

*See course schedule below for due dates.*

## **QUIZZES**

Each week, there will be a quiz covering the course materials. The quiz is open note and you have as long as you need to complete it, but you are not allowed to collaborate with your classmates. Each quiz will consist of multiple-choice, true-and-false, and fill-in-the-blank questions. Quizzes will cover material from the readings, lectures, PowerPoints, video clips, and films, and will be available from the beginning of each week. The quiz will be available only during the week.

## **DISCUSSION POSTS**

There will be 5 discussion posting activities, each directed by a prompt outlined in the syllabus and the assignments for each week, pp.15-18. Part of the discussion posting activity will be responding to your classmates' comments. Read, watch, or listen to the course materials carefully and in advance so that your postings show evidence of preparation, critical reflection, and creative thinking.

## **FILM/MEDIA ANALYSIS**

Aided by the PPTs on film/visual media photography, editing, and mise-en-scène posted on the Carmen course page (week 2) and discussed in my video lecture on stereotypes, especially how images can create meaning and can be received culturally, analyze a 2-3' clip of your choice from the films and media examples studied so far and identify the stereotypical



constructs on the basis of race, religion, and gender. In your analysis (300-400 words), provide the following details:

- Point out at least two visual aspects of the clip (form its photography, editing, and mise-en-scène: the nature of the shots, lighting, etc.) and how these aspects contribute to the construction of the stereotype you deconstruct;
- Comment if the stereotype you are analyzing is the same and is understood the same way in your country as it is in the clip from Eastern Europe;

## **GROUP PROJECT**

Students will be randomly grouped. Each student will independently interview 2-3 friends and/or family members and ask their interviewees if they can name a few stereotypes that pertain to racial, ethnic, religious, and gender identities. Working collaboratively, with the other members of the group, each group will prepare a short 3-slide PPT comparing/contrasting stereotypes they have heard about from their friends/family to stereotypes in East European and Russian cultural constructs, which are examined in the course.

## **FINAL PROJECT**

In a well-written and crafted essay (including introduction, an argument with examples from the course materials, and a conclusion; 1350-1500 words), please address one of the following prompts, making sure to cite at least 3 sources from the course materials:

- 1) How are ethnic and racial differences constructed and perceived in the Soviet Union (1922-1991) and in Russian (1991 – present)? Compare the disconnect between state ideology and its implementation in reality, offering examples from the course materials (weeks 1-6, 9, and 11) and US policies of inclusion and equality and their effectiveness.
  - a. Use examples from scholarship we discussed as well as primary sources (film and media). Reference the materials from weeks 1-5, 9, and 11 of the syllabus.
  - b. When crafting your argument focus on answering questions, such as “What?,” “Why?,” and “How?” In other words, what did we read/watch and discuss that can help your argument? Why, what were the contextual reasons for such constructs and attitudes? And, how do they manifest; are stereotypes used and exploited?
- 2) How are gender and religious differences constructed and perceived in Eastern Europe? Compare and contrast the experiences of Black feminists with those of socialist and Muslim women, referencing the course materials from weeks 7, 8, 12, 13, and 14.

- a. Use examples from scholarship we discussed as well as primary sources (film and media). Use materials from weeks 1-2, 7, 8, 12, 13, and 14 of the syllabus.
- b. When crafting your argument focus on answering questions, such as “What?,” “Why?,” and “How?” In other words, what did we read/watch and discuss that can help your argument? Why, what were the contextual reasons for such different and at the same time similar experiences? And, how do film/media depict such experiences?

Resources:

All materials from the course! “How to Write an Essay” guide will be provided.

## Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. If you have legitimate health reasons (with proper documentation), which prevent you from dedicating the necessary weekly hours of work to the course, please contact me ASAP.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70 –72.9: C-  
 67 –69.9: D+  
 60 –66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**. I will read and grade all your discussion posts but will response to some only.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** Weekly quizzes are open during the week they are due. The time to take them is unlimited and they are open-book. They cannot be repeated or taken after the deadline.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the MLA style to cite the ideas and words of your research sources. Please share your comments in well-

written and clearly articulated sentences and make sure you use the right punctuation and capitalization.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for exchange of ideas with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## COURSE SCHEDULE

I reserve the right to change the schedule below, if pedagogical goals or health conditions warrant, so we can achieve our learning outcomes.

Week	Topics	Assignments
1	<p><b>Identity Constructs &amp; Stereotypes</b></p> <p>Introduction to the course</p>	

Week	Topics	Assignments
	<p>Anthony Moran, "Identity, Race, and Ethnicity" in <i>Routledge Handbook of Identity Studies</i>. ed. Anthony Elliott (2015, pp.170-186)</p> <p>Mary Holmes, "Gendered Identities" in <i>Routledge Handbook of Identity Studies</i>. ed. Anthony Elliott (2015, pp.186-203)</p>	
2	<p>Richard Dyer, "The Role of Stereotypes" in <i>Media Studies. A Reader</i>. (eds. S. Thornham, C. Bassett, and Paul Marris; pp. 202-212)</p> <p>Stuart Hall, "New Ethnicities" (excerpt) in <i>Media Studies. A Reader</i>. (eds. S. Thornham, C. Bassett, and Paul Marris; pp. 269-276)</p>	Quiz on Syllabus and readings
3	<p><b>Soviet Ideology on race and ethnicity and its real face: Then and Now</b></p> <p>David Gillespie, "Film and Ideology" In <i>Russian Cinema</i>. (pp. 103-124)</p> <p><i>The Road to Life</i> (film, N. Ekk, 1936)</p> <p><a href="https://www.youtube.com/watch?v=h7w1ghRUI38">https://www.youtube.com/watch?v=h7w1ghRUI38</a></p>	<p>Quiz</p> <p>Discussion Post 1: Comment on the disconnect between state ideology and its implementation in reality, offering comparative examples of US policies of inclusion and equality and their effectiveness.</p>
4	<p>RT – "Stories of Black Americans Who Fled to the USSR to Escape Race Discrimination"</p> <p><a href="https://www.youtube.com/watch?v=wZqR2KEd_hk">https://www.youtube.com/watch?v=wZqR2KEd_hk</a></p> <p>"Russia as a mirror of American racism"</p> <p>Kimberly St. Julian-Varnon // September 17, 2020</p> <p><a href="https://conversationalist.org/2020/09/17/russia-as-a-mirror-of-american-racism/?fbclid=IwAR3CbpFydnYda_XW_AhNIUD7rv76jgLxLQVd-oeRiattGfOxrQ72S5mEfzY">https://conversationalist.org/2020/09/17/russia-as-a-mirror-of-american-racism/?fbclid=IwAR3CbpFydnYda_XW_AhNIUD7rv76jgLxLQVd-oeRiattGfOxrQ72S5mEfzY</a></p>	<p>Quiz</p> <p>DP 2: Comment on the contextual differences of racism between Russia and the US.</p>

Week	Topics	Assignments
5	<p><b>Cross Atlantic Racial and Ethnic Encounters: Past and Present</b></p> <p>Roma and African Americans</p> <p>Felix Chang and Sunnie Rucker-Chang, <i>Roma Rights and Civil Rights: A Transatlantic Comparison</i> (Cambridge UP, 2020, chapters 1 and 2 Historical Comparisons, pp. 19-69)</p>	<p>Quiz</p> <p>DP 3:</p> <p>Comment on similarities and differences of historical experiences of Roma and African Americans.</p>
6	<p>Roma and African Americans</p> <p>Rucker-Chang, Sunnie. "African-American and Romani Filmic Representation and the 'Posts' of Post-Civil Rights and Post-EU Expansion." <i>Critical Romani Studies</i> 1, no. 1 (2018)</p> <p><i>Lady Sings the Blues</i> (film, Sidney Furie, 1972)</p> <p><a href="https://www.youtube.com/watch?v=kMNmhJnolOM">https://www.youtube.com/watch?v=kMNmhJnolOM</a></p>	<p>Quiz</p>
7	<p>Boatcă, M. (2006). "No Race to the Swift: Negotiating Racial Identity in Past and Present Eastern Europe." <i>Human Architecture: Journal of Sociology of Self-Knowledge</i> V (1): 91-104</p> <p><i>Monkeys in Winter</i> (film, Milena Andonova, 2006)</p>	<p>Quiz</p>
8	<p><b>East Europeans in the US and Africans in Russia: Past and Present</b></p> <p>Miglena Todorova, "Imagining "In-between" Peoples across the Atlantic." <i>Journal of Historical Sociology</i> Vol. 19 No. 4 December 2006</p> <p>The Extraordinary Journey: The East Europeans in Northeastern Pennsylvania (documentary, Greg Matkovsky, 2007)</p> <p>YouTube</p>	<p>Quiz</p>



Week	Topics	Assignments
9	<p>Konstantin Bogdanov, “‘Negroes’ in the USSR. The Ethnography of an Imaginary Diaspora.” <i>Forum for Anthropology and Culture</i> 11, 2015)</p> <p>“Black lives matter: history of racism in Russia”  <a href="https://www.youtube.com/watch?v=yvUeeMl4fgc">https://www.youtube.com/watch?v=yvUeeMl4fgc</a></p>	Group Project : See above for detailed description
10	<p><b>Anti-Semitism in different geopolitical contexts</b></p> <p>Steven Lee, “Cold War Pluralism: New York Intellectuals Respond to Soviet Anti-Semitism” in <i>The Ethnic Avant-Garde Minority Cultures and World Revolution</i> (2015, pp. 149-179)</p> <p>Adelaide McGinity, “He’s not from our Tribe.” <i>Slavic and East European Journal</i> (cluster: The Politics of Race in East European Studies), 64.4, 2021 (forthcoming, 14 pages)</p> <p><i>Tesnota</i> (Closeness, film, Kantemir Balagov, 2017)</p> <p>YouTube movies (buy or rent)</p>	<p>Quiz</p> <p>DP 4: Interpret the manifestations of Soviet anti-Semitism, comparing them with anti-Semitic manifestations in this country.</p>
11	<p><b>Black, Socialist, and Muslim Feminisms</b></p> <p>Miglena S. Todorova, “Race and Women of Color in Socialist/Postsocialist Transnational Feminisms in Central and Southeastern Europe.” <i>Meridians: feminism, race, transnationalism</i>. 16, no. 1 (2018): 114–141.</p> <p>Angela Davis in Leningrad 1972 (political trailer)          YouTube</p>	<p>Quiz</p> <p>Film/Media analysis: Analyze 2-3’ clip of your choice from the films and media examples studied so far and identify the stereotypical constructs on the basis of race, religion, and gender.</p>
12	<p>Ghodsee, Kristen Rogheh. <i>Muslim lives in Eastern Europe: gender, ethnicity, and the transformation of Islam in post-socialist Bulgaria</i>. Princeton: Princeton University Press. (2010) (chapter “The Miniskirt and the Veil,” pp. 159-184)</p> <p><i>Snow</i> (film, Aida Begic, 2008)</p>	Quiz

Week	Topics	Assignments
	<a href="https://www.youtube.com/watch?v=mnHWJmdrTQ4">https://www.youtube.com/watch?v=mnHWJmdrTQ4</a>	
13	<p>Hashamova, "Women between State and Mosque: Compliance or Agency." <i>Beyond Mosque, Church, and State: Alternative Narratives of the Nation in the Balkans</i>. (eds. Dragostinova &amp; Hashamova, 2016, 181-205)</p> <p>"30 Days" – "Muslims in America" documentary series (DVD – Amazon or HBOMAX)</p> <p><i>On the Path</i> (film, Jasmina Zbanic, 2012)</p> <p><a href="https://www.youtube.com/watch?v=7b440FNYTUY">https://www.youtube.com/watch?v=7b440FNYTUY</a></p>	<p>Quiz</p> <p>DP 5: Offer two examples of how the intersectionality of race, religion, and gender shape the experiences of black and Muslim women in Eastern Europe and compare to Muslim experiences in the US as portrayed in "30 Days"</p>
14	<p>Maira, Sunaina. "'Good' and 'Bad' Muslim Citizens: Feminists, Terrorists, and U. S. Orientalisms." <i>Feminist Studies</i>. vol. 35, no. 3, 2009, pp. 631–656</p> <p><i>Rejected</i> (film, Zhanna Issabayeva, 2018)</p> <p><a href="https://www.youtube.com/watch?v=_8vnuregnWQ&amp;t=5s">https://www.youtube.com/watch?v=_8vnuregnWQ&amp;t=5s</a></p>	<p>Quiz</p>
15	<p>PBS Newshour, (US Farmers of Color excerpt, 03-16-2021)</p> <p>Conclusions</p>	<p>Quiz</p>
		EXTRA CREDIT - DP:
		Final Project