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## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area Comparative Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2995  
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, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for SLAVIC 2995.99  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in SLAVIC 2995.99

## Subject/CIP Code

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

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## 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: Arceno, Mark Anthony)*
- Slavic 2995.99 ASC Tech Review.docx  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- Race and Gender-Transatlantic Comparison-online\_syllabus (final).docx  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- wgss.pdf  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- comp studies.pdf  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- film studies.pdf  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- S2995.99 campus rationale.pdf  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

## Comments

- To confirm, Comp Studies would like to use COMPSTD 2995, whereas Slavic will use SLAVIC 2995.99 *(by Arceno, Mark Anthony on 09/10/2021 03:55 PM)*

**COURSE REQUEST**  
2995 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/27/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	09/10/2021 03:57 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	09/10/2021 04:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2021 11:28 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/27/2021 11:28 AM	ASCCAO Approval



## SYLLABUS

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

## SLAVIC/COMPSTD 2995.99

### 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 beliefs 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.

SUCCESSFUL STUDENTS ARE ABLE TO ...

1.1 DESCRIBE AND EVALUATE THE SOCIAL POSITIONS AND  
REPRESENTATIONS OF CATEGORIES INCLUDING RACE, GENDER,  
AND ETHNICITY, AND POSSIBLY OTHERS.

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.

1.3 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.

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.

2.2 RECOGNIZE HOW PERCEPTIONS OF DIFFERENCE SHAPE ONE'S OWN ATTITUDES, BELIEFS, OR BEHAVIORS.

2.3 DESCRIBE HOW THE CATEGORIES OF RACE, GENDER, AND ETHNICITY INFLUENCE THE LIVED EXPERIENCES OF OTHERS

## 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
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<b>Quizzes (13)</b>	200 (subject to change with minor alterations of quizzes)	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>380/100%</b> <b>(approximately, see quizzes note)</b>	

*See course schedule below for due dates.*

## 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

The final project consists of **TWO PARTS!**

### Part One:

The final project is designed to prompt you to reflect on the course and the knowledge you gained. Choose FIVE of the course learning outcomes pasted below. Identify the materials which we covered to address your selected learning outcomes. Select your material from Video Lectures, readings, and films.

Learning Outcomes (SELECT FIVE):

- recognize the nature of identity (racial, ethnic, gender, etc) as cultural constructs;
- 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;
- analyze 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.

#### Directions

Write a 2-page outline (bullet points accepted) to summarize the course materials and Video Lectures which relate to your chosen FIVE learning outcomes.

#### What to Include

An "A" outline will accurately and succinctly address the Five Learning Outcomes and quote readings, films, and Video Lectures.

#### Part Two:

Please consider the following questions when creating your final project:

What insights have you gained this semester about racial, ethnic, religious, and gender constructs in Eastern Europe and about the power relations that define them? Give 3 examples.

Have your perceptions of racial and religious stereotypes changed? How? Give 2 examples.

How do experiences of racial, ethnic, religious, and gender minorities in Eastern Europe compare or contrast with the experiences of such communities in the US? Give 2 examples.

For all of the above, do not use the examples you provided for the midterm project but include different ones.

#### Directions

Using the knowledge that you have gained along with the assigned materials, please create a Prezi, a short videocast, or blogpost expressing your thoughts on Russian culture.

#### What to Include

An "A" project must address all of the objectives above with the number of examples.

You also will use and refer (author and title) to a minimum of 7 sources (course materials: texts, films, and video lecture.) regardless of the type of project you choose. DO NOT use internet sources, unless they are included in the syllabus. These sources should be integrated into your final project. Additionally, please follow the specific guidelines for the type of project you choose. The guidelines are as follows:

Blog Post- 300 words

Short Videocast- 3:00-4:00 minutes

PowerPoint or Prezi- 5 slides, 1 introduction slide, 1 conclusion slide and 3 slides for your sources.

Resources

All materials from the course!

## 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, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy. This service is free and confidential.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.



In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## 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> <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>	Quiz on Syllabus and readings

Week	Topics	Assignments
	Stuart Hall, "New Ethnicities" (excerpt) in <i>Media Studies. A Reader</i> . (eds. S. Thornham, C. Bassett, and Paul Marris; pp. 269-276)	
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 of 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>
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	Roma and African Americans	Quiz

Week	Topics	Assignments
	<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>	
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>	Quiz
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>	Quiz
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"</p> <p><a href="https://www.youtube.com/watch?v=yvUeeMI4fgc">https://www.youtube.com/watch?v=yvUeeMI4fgc</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>Quiz</p> <p>DP 4: Interpret the manifestations of Soviet anti-Semitism, comparing them with anti-Semitic</p>

Week	Topics	Assignments
	<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>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)</p> <p>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> <p><a href="https://www.youtube.com/watch?v=mnHWJmdrTQ4">https://www.youtube.com/watch?v=mnHWJmdrTQ4</a></p>	<p>Quiz</p>
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</p>

Week	Topics	Assignments
		as portrayed in "30 Days"
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>	Quiz
15	<p>PBS Newshour, (US Farmers of Color excerpt, 03-16-2021)</p> <p>Conclusions</p>	Quiz
		EXTRA CREDIT - DP:
		Final Project

# 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.).



September 8, 2021

Dear Colleagues,

We propose to only offer Slavic 2995.99 at the Columbus, Lima, and Newark, and campuses. Our rationale is that only at the listed campuses are there faculty who can effectively teach this course.

Given that it is possible that some students at the Lima and Newark campuses could take the course when it is offered online at the Columbus campus, we request that any proposed offering of Slavic 2995.99 on the Lima or Newark campus be coordinated with the Slavic and East European Languages and Cultures Department Chair.

Thank you,

Dr. Angela Brintlinger  
SEELC Department Chair

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Slavic 2995.99**

**Instructor: Dr. Yana Hashamova**

**Summary: Race and Gender in The US and Eastern Europe**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen discussion board postings.</li> <li>• Synchronous discussion once a week</li> <li>• Asynchronous delivery of lectures.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

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### Reviewer Information

- Date reviewed: 3/5/21
- Reviewed by: Ian Anderson

**Notes: Method of delivery is not stated. Reference to CarmenConnect should be changed to either Carmen Zoom or just Zoom. Change Windows 7 requirement to Windows 10.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

**Subject:** FW: request for concurrence

**Date:** Thursday, August 5, 2021 at 1:16:04 PM Eastern Daylight Time

**From:** Winnubst, Shannon

**To:** Peterson, Derek

Hi Derek,

Hope you are also doing well. We are holding onto summer with all hands these days!

Please see the thread below for concurrence on Yana's course. Let me know, if you need something more formal.

All best,  
Shannon

**Shannon Winnubst**

Professor & Chair

Department of Women's, Gender & Sexuality Studies

The Ohio State University

College of Arts & Sciences

286 University Hall 230 N. Oval Mall, Columbus, OH 43210

614.292.3915 Office

[winnubst.1@osu.edu](mailto:winnubst.1@osu.edu)

Pronouns: agnostic (she/he/they)

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**From:** Hashamova, Yana <hashamova.1@osu.edu>

**Date:** Wednesday, June 2, 2021 at 11:46 AM

**To:** Thomas, Mary <thomas.1672@osu.edu>

**Cc:** Stotlar, Jackson <stotlar.1@osu.edu>, Winnubst, Shannon <winnubst.1@osu.edu>

**Subject:** RE: request for concurrence

Dear Mary,

Thank you. Much appreciated!

Yana

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**From:** Thomas, Mary <thomas.1672@osu.edu>

**Sent:** Wednesday, June 2, 2021 11:02 AM

**To:** Hashamova, Yana <hashamova.1@osu.edu>

**Cc:** Stotlar, Jackson <stotlar.1@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>

**Subject:** Fw: request for concurrence

Dear Yana,

Shannon asked me to reply to your message, as the Undergraduate Studies Chair.

We are happy to offer you concurrence for the course.

Additionally, we approve this course to be on our "approved-related courses" which WGSS students may take for the major or minor. (We do not currently approve new cross-listed courses except with our cross-appointed FTE faculty.)

Thank you as always for being a wonderful affiliated WGSS faculty - and good luck with the course approvals. I hope you and your family have a great summer!

All best,

Mary



**Mary Thomas**

Associate Professor

[Department of Women's, Gender and Sexuality Studies](#)

Co-founder/Co-director, [Ohio Prison Education Exchange Project](#)

Co-director, [Livable Futures](#)

Office location: 308A Dulles Hall

Mailing address: 286 University Hall, 230 N Oval Mall, Columbus, OH 43210

614-292-9866 Office

[thomas.1672@osu.edu](mailto:thomas.1672@osu.edu)

*Pronouns: she/her/hers*

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**From:** Winnubst, Shannon <[winnubst.1@osu.edu](mailto:winnubst.1@osu.edu)>

**Sent:** Wednesday, May 12, 2021 7:58 PM

**To:** Thomas, Mary <[thomas.1672@osu.edu](mailto:thomas.1672@osu.edu)>

**Subject:** FW: request for concurrence

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**From:** "Hashamova, Yana" <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)>

**Date:** Wednesday, May 12, 2021 at 12:27 PM

**To:** "Winnubst, Shannon" <[winnubst.1@osu.edu](mailto:winnubst.1@osu.edu)>

**Cc:** "Peterson, Derek" <[peterston.636@osu.edu](mailto:peterston.636@osu.edu)>

**Subject:** request for concurrence

Hi Shannon,

For the new GE Foundations category of Race, Ethnic, and Gender Diversity, I started revising a course (Screening Minorities in Slavic Film), which I created about 10 years ago, but ended up actually designing a new course. Please see the syllabus and the GE explanation attached. Since a considerable portion of the syllabus examines gender and feminist concepts as well as intersectionality, I am asking for concurrence or if the department is interested to cross list it.

Please let me know what you and your colleagues think.

Yana

P.S. Hope all's well at home and your load is easing...





**Subject:** RE: request for concurrence

**Date:** Wednesday, May 12, 2021 at 3:36:47 PM Eastern Daylight Time

**From:** Hashamova, Yana

**To:** Armstrong, Philip

**CC:** Arts and Sciences Marketing & Communications, Peterson, Derek

Thank you, Philip! To submit it for approval I need only your concurrence but if you think that some CompSt undergrads (majors/minors) might benefit from taking the course under a CompSt number, then Mark and Derek should coordinate the submission with a Slavic and CompSt numbers. I am game for having it cross-listed.

Yana

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**From:** Armstrong, Philip <[armstrong.202@osu.edu](mailto:armstrong.202@osu.edu)>

**Sent:** Wednesday, May 12, 2021 1:22 PM

**To:** Hashamova, Yana <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)>

**Cc:** Arts and Sciences Marketing & Communications <[ascomm@osu.edu](mailto:ascomm@osu.edu)>

**Subject:** Re: request for concurrence

Hi Yana

What a great course! Happy for concurrence and also happy if you wanted to cross-list it to help enrollments (knowing that we would probably never have anyone to teach it). Just let Mark Anthony (cc'd here) and I know what's best.

Philip

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**From:** "Hashamova, Yana" <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)>

**Date:** Wednesday, May 12, 2021 at 12:21 PM

**To:** "Armstrong, Philip" <[armstrong.202@osu.edu](mailto:armstrong.202@osu.edu)>

**Cc:** "Peterson, Derek" <[peterson.636@osu.edu](mailto:peterson.636@osu.edu)>

**Subject:** request for concurrence

Hi Philip,

For the new GE Foundations category of Race, Ethnic, and Gender Diversity, I started revising a course (Screening Minorities in Slavic Film), which I created about 10 years ago, but ended up actually designing a new course. Please see the syllabus and the GE explanation attached. Since it is a comparative course, I am asking for concurrence or if the department is interested to cross list it.

Please let me know what you and your colleagues think.

Yana



**Subject:** RE: request for concurrence  
**Date:** Friday, May 14, 2021 at 1:09:51 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Parrott, Janet, Renga, Dana  
**CC:** Peterson, Derek

Thanks, Janet!

Yana

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**From:** Parrott, Janet <parrott.1@osu.edu>  
**Sent:** Friday, May 14, 2021 8:41 AM  
**To:** Renga, Dana <renga.1@osu.edu>; Hashamova, Yana <hashamova.1@osu.edu>  
**Cc:** Peterson, Derek <peterson.636@osu.edu>  
**Subject:** Re: request for concurrence

Hi Yana,

I agree that this looks like a wonderful course. I give my concurrence if that is what you need from me. We all, FS and MIP faculty, should meet in the fall to review and update the courses for both FS and MIP.

Thank you Yana!

Best,  
Janet



**Janet Parrott**  
Associate Professor  
Co-director, Film Studies/Moving-Image Production  
Department of Theatre, Film, and Media Arts  
2054 Drake Center, 1849 Cannon Drive  
Columbus, OH 43210  
614.688.3757  
614.292.5821 (main theatre office)

**From:** Renga, Dana <[renga.1@osu.edu](mailto:renga.1@osu.edu)>  
**Sent:** Thursday, May 13, 2021 8:30 AM  
**To:** Hashamova, Yana <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)>; Parrott, Janet <[parrott.1@osu.edu](mailto:parrott.1@osu.edu)>  
**Cc:** Peterson, Derek <[peterson.636@osu.edu](mailto:peterson.636@osu.edu)>  
**Subject:** Re: request for concurrence

Dear Yana,

This looks like an amazing course! Let me run it by the ad-hoc UGSC for concurrence. I'll also ask about potential inclusion in the FS minor/major. More soon! Dana

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**From:** "Hashamova, Yana" <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)>  
**Date:** Wednesday, May 12, 2021 at 12:34 PM  
**To:** AAIS-List-Serve <[renga.1@osu.edu](mailto:renga.1@osu.edu)>, "Parrott, Janet" <[parrott.1@osu.edu](mailto:parrott.1@osu.edu)>  
**Cc:** "Peterson, Derek" <[peterson.636@osu.edu](mailto:peterson.636@osu.edu)>  
**Subject:** request for concurrence

Hi Dana and Janet,

For the new GE Foundations category of Race, Ethnic, and Gender Diversity, I started revising a course (Screening Minorities in Slavic Film), which I created about 10 years ago, but ended up actually designing a new course. Please see the syllabus and the GE explanation attached. Since I am examining film and media and how race, ethnicity, and gender are constructed, I am asking for concurrence. You'll see that I have not included any specific readings on cinematic analysis but will certainly guide students to be able to decipher stereotypes and othering in film and media. One of the assignments is film/media analysis. Having said this, I am not sure if the course is appropriate for an elective with in the major and leave it to you and the committee to decide.

Please let me know what you and our colleagues think.

Yana