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## Term Information

Effective Term Spring 2023

## 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 3320  
Course Title Queer Comrades: Sexual Citizenship and LGBTQ Lives in Eastern Europe  
Transcript Abbreviation LGBTQ Lives in EE  
Course Description Through the lens of film, literature, theater, and art, this course explores what it means to be a queer citizen of Eastern Europe. Countering ideas of inherent backwardness, which tend to erase the existence of a diverse group of people, we will get to know works of art that bear witness to the wealth of queer experiences in 20th century Eastern Europe.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- Students should successfully be able to navigate the field of Eastern European queer studies, identify its key problems, themes, and concepts as well as its relationship with American queer studies
- Students should be able to outline the history of both the oppression and criminalization of LGBTQ folks in Eastern Europe, as well as their practices of community building and cultural preservation

### Content Topic List

- Western Concepts, Eastern Contexts? Queerness in Eastern Europe
- Fabricating Soviet Men: Gender under Stalin

### Sought Concurrence

Yes

## Attachments

- Curriculum Maps Russian Major - January 4 2022.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson,Derek)*
- Slavic 3320 Syllabus.docx  
*(Syllabus. Owner: Peterson,Derek)*
- Slavic 3320 Submission Doc.pdf: GE Submission Document  
*(Other Supporting Documentation. Owner: Peterson,Derek)*
- WGSS Concurrence.pdf: WGSS Concurrence  
*(Concurrence. Owner: Peterson,Derek)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	02/18/2022 01:02 PM	Submitted for Approval
Approved	Peterson,Derek	02/18/2022 01:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/23/2022 03:00 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/23/2022 03:00 PM	ASCCAO Approval



# SYLLABUS

# SLAVIC 3320

## Queer Comrades: Sexual Citizenship and LGBTQ Lives in Eastern Europe

Autumn 2022 (full term)  
3 credit hours/Lecture

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Philip Gleissner, Assistant Professor of Slavic and East European Languages and Cultures

Email address: [gleissner.4@osu.edu](mailto:gleissner.4@osu.edu)

Office: 361 Hagerty Hall

Office hours (in person or Zoom): Tu 2:00-3:00, Th 12:00-1:00; sign up online

### Prerequisites

None.

### Course description

Through the lens of film, literature, theater, and art, this course explores what it means to be a queer citizen of Eastern Europe. Over the last 15 years, a surge in discriminatory public discourse and lawmaking, accompanied by private and state-sanctioned violence targeting the LGBTQ community has drawn attention to this part of the world. In the 21<sup>st</sup> century, it appears that in this region trans and queer people are again declared alien to the body of their respective nations and denied recognition as equal citizens, which seems to contrast American and Western European queer histories that are idealistically (although not necessarily truthfully) framed in terms of progress.

But this is not merely a course about homo- and transphobia in a region that is so commonly represented as delayed in terms of social progress. Countering ideas of inherent backwardness, which tend to erase the existence of a diverse group of people, we will get to know works of art that bear witness to the wealth of queer experiences in 20<sup>th</sup> century Eastern Europe. How were LGBTQ people integrated into or/and excluded from their national communities? How did they navigate their environments and manage to find ways to express their identities and organize their own communities and counterpublics? Featuring examples from Albania, Czechoslovakia and the Czech Republic, Hungary, Poland, Russia and the Soviet Union, and Serbia, this course aims to highlight commonalities as much as the diversity of experiences across Eastern Europe.

## Course learning outcomes

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

- navigate the field of Eastern European queer studies, identify its key problems, themes, and concepts as well as its relationship with American queer studies.
- outline the history of both the oppression and criminalization of LGBTQ folks in Eastern Europe, as well as their practices of community building and cultural preservation.
- differentiate and draw parallels between elements of queer life within Eastern Europe at various historical moments across the 20<sup>th</sup> century and compare them to American society.
- apply the conceptual framework of sexual citizenship productively and question narratives of social progress in a differentiated manner.
- imagine queer futures and solidarities across national borders.

## General education goals and expected learning outcomes

As part of the Citizenship for a Just and Diverse World theme, this course is designed to prepare students to be able to achieve the following goals, formulated by the Ohio State General Education curriculum:

- 1) Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
  - a. Engage in critical and logical thinking about the topic or idea of the theme.
  - b. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2) Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  - a. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - b. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts

- 3) Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
  - a. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
  - b. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4) Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
  - a. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
  - b. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change

*How the courses addresses the GE goals:*

Approaching the experience of LGBTQ people through the conceptual lens of sexual citizenship, this course analyzes citizenship as a category of legal, social, political, and cultural belonging to the national communities of Eastern Europe. It pursues a deepened understanding of theoretical approaches to the study of gender and sexuality. The course provides an in-depth engagement with the unique regional social and cultural formations around queerness, compares them to the American context, and thereby allows students to develop a complex understanding of sexual identity as a culturally determined category. A central focus of this class are the activist struggles of Eastern European queer people in the 20<sup>th</sup> and 21<sup>st</sup> century—not just for legal recognition of their relationships and for social participation, but for their survival, the observation of their basic human rights. Focusing on these efforts of building more just and diverse societies in Eastern Europe, this class seeks to envision a more equitable and inclusive world.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is taught in person. We meet twice a week.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), 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).

**Attendance and participation requirements:**

- **Preparation: AT THE VERY BEGINNING OF EACH WEEK**

All of our class meetings have either assigned readings or films that you need to watch ahead of time. Make sure to take notes, prepare questions and comments, so we can have a productive discussion in class. The optional readings can help you expand on the ideas of the respective

class meetings and dig deeper. In the first week of classes, I will also ask each of you to sign up to present one of the optional texts to the rest of the class (See assignment: Article Presentation)

- **Class meetings: TWICE WEEKLY**

Our class meets in person twice weekly.

- **Office hours: OPTIONAL**

Office hours are your opportunity to consult about your article presentations, research projects, or ask other questions we did not address in class. Do not hesitate to take advantage of them as needed.

## COURSE MATERIALS AND TECHNOLOGIES

### Books

Order through any local bookstore or online:

Kuzmin, Mikhail. *Wings* (London: Hesperus Press, 2007). \$17

Ryzinski, Remigiusz. *Foucault in Warsaw*. (Rochester: Open Letter, 2021). \$16

Statovci, Pajtim. *Crossing*. (New York: Vintage, 2020). \$15

*Consider using the site [bookfinder.com](http://bookfinder.com) to find cheap used books, but make sure to keep an eye on shipping times. Order your books early!*

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

#### Technology skills needed for this course

- Basic computer and web-browsing skills.
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. 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 ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) 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 ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- 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 ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) 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 IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and participation	15%
Article presentation	15%
“Imagining...” blogposts	15%

<b>Take-home midterm</b>	20%
<b>Final project</b>	35%
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

## Descriptions of major course assignments

### Attendance and Participation

Your participation grade accounts for 15% of your grade for this class. Participation grades are posted four times per semester. The expectations for the respective grades are:

100%	You are <b>present in class</b> , did <b>homework assignments/readings</b> . You <b>actively</b> participate with <b>meaningful and original</b> contributions. You engage with the <b>contributions of others</b> , encouraging a discussion that accommodates <b>diverse experience and opinions</b> .
85%	You are <b>present in class</b> and are ready to answer questions when approached by the professor, but do <b>not take the initiative</b> to participate. Or: you demonstrate that you have <b>read the assigned texts</b> , but might not have been able to come up with your own thoughts or ideas about them. Or: you may not have done the complete homework, but <b>make up for it through active participation in class</b> .
75%	You are present in class, but do not actively participate and are not ready to actively contribute or answer questions when asked. In your in-class writing assignments you <b>cannot demonstrate that you have read the assigned texts or retained information from them</b> . You did not do the assigned homework.
0%	You are not physically present in the classroom or missed more than 25% of the class meeting.

### Article Presentation

In week one, I will ask you to sign up to present one of the optional articles/chapters from our syllabus. In this presentation, you need to summarize and contextualize the argument of the article, explain how the author supports this argument, connect the article to the theme of the class meeting, and provide a critique of the article. Your presentation should take about 10 minutes. You need to complete and submit a self-assessment rubric, in which you evaluate your own presentation, by the beginning of the following class meeting. Detailed instructions and rubrics can be found on Carmen and I will model this kind of presentation during the second class meeting.



## “Imagining...” Blogposts

At the end of each historical unit, you need to write a blogpost (submission through Carmen discussion board) of 300-400 words. Detailed instructions, a grading rubric, as well as a model for the blogposts can be found on Carmen. Unlike in the article presentation and the final paper, the approach of these posts is more creative. You need to summarize the constellation around citizenship and LGBTQ experiences during the respective time period, focusing on one region (Soviet Union, Poland, Czechoslovakia, etc.): what are the rights of queer people? How are they perceived in terms of belonging to the national community? Based on these observations and the primary texts (novels, films, art) we discussed in class, you need to creatively imagine queer tactics for life in the respective period. What could people do to maintain their communities, express their true selves, or demand justice?

## Take-Home Midterm

Our midterm in week 7 is a take-home exam. It consists of four questions about queer culture and the state regulation of sexuality in the pre-WWII era. For each question, you need to write a short essay of 300 words. You can refer to all our class readings, your notes, and lecture materials.

## Final Paper

For the final paper (6-8 pages, double spaced, Times New Roman, 12 pt), you need to research a theme of your choosing. In many cases, you might choose to expand on the topic of a specific class meeting or unit. You can also choose other films or literary works from our bibliography (on Carmen) to analyze. Your paper grade consists of two components:

- A paper proposal, including a 200-word abstract and an annotated bibliography, which account for 10% of the paper grade.
- The final paper of 6-8 pages and a one-page reflection on the process of writing this paper and on your overall learning experience in this course.

Detailed instructions for this paper, including requirements for primary and secondary sources, formatting style guide, and a grading rubric can be found on Carmen.

## Late assignments

An assignment is late if not turned in by the due date. For late assignments, I will reduce the grade by 5 points for each class session that it is late. If you have a legitimate excuse for not turning in work on time, you must request an extension before the assignment is due.

## Grading scale

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

## Instructor 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 **614-688-4357(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**.
- **Email:** I will reply to emails within **36 hours during 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:** Sometimes we will have short in-class writing assignments (so-called “thinking through writing” exercises). While you should aim for correct spelling and punctuation, these do not have to be polished in style. The purpose of these exercises is predominantly to develop and exchange ideas.
- **Tone and civility:** Our goal should be to maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **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

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

**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:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

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)

My goal as an instructor is to be a sympathetic and supportive interlocutor. This includes cases when you choose to talk to me about experiences that might fall under Title IX. Since I am not trained in social work or mental health, I will suggest resources and places where you can find help. However, you need to be aware that I am also what is referred to as a **mandated reporter**. **This means that if you disclose experiences with violence and harassment based on sex and gender, I am legally required to report this to the Title IX Office.**

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person;

fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

INTRODUCTIONS		
8/23	Introductions, Course Goals, Personal Learning Goals	<i>Prepare:</i> Carefully review the syllabus and Carmen page.
8/25	Theoretical Framework for Our Course: Sexual Citizenship	<i>Read:</i> Josephson, Jyl J. "Sexual Citizenship." In <i>Rethinking Sexual Citizenship</i> , 1–38. Albany: State University of New York Press, 2015.  <i>Optional:</i> Kondakov, Alexander. "Rethinking the Sexual Citizenship from Queer and Post-Soviet Perspectives: Queer Urban Spaces and the Right to the Socialist City." <i>Sexualities</i> 22, no. 3 (March 2019): 401–17.
8/30	Testing Our Framework: Post-Socialist Families	<i>Watch:</i> <i>The Country Teacher</i> ( <i>Venkovský učitel</i> , director: Bohdan Sláma, 2008)

9/1	Western Concepts, Eastern Contexts? Queerness in Eastern Europe	<p><i>Read:</i> Mizielińska, Joanna. “Travelling Ideas, Travelling Times: On the Temporalities of LGBT and Queer Politics in Poland and the ‘West.’” In <i>De-Centring Western Sexualities: Central and Eastern European Perspectives</i>, by Robert Kulpa and Joanna Mizielińska, 85–104. Burlington, VT: Ashgate, 2011.</p> <p><i>Optional:</i> Baer, Brian. “Introduction: An Embarrassment of Meanings.” In <i>Other Russias: Homosexuality and the Crisis of Post-Soviet Identity</i>. 1-18. Cham: Palgrave Macmillan, 2014.</p>
9/6	Queer Language: Matters of Naming	<p><i>Read:</i> Baer. “Russian Gays/Western Gaze.” In <i>Other Russias</i>. 19-42.</p> <p><i>Optional:</i> Essig, Laurie. “Identity Politics and the Politics of Identity.” In <i>Queer in Russia: A Story of Sex, Self, and the Other</i>, 55–82. Durham, NC: Duke University Press, 1999.</p>
<b>I. IMPERIAL SEXUALITIES</b>		
9/8	“Sinful” Austria-Hungary	<p><i>Read:</i> Kurimay, Anita. <i>Queer Budapest, 1873–1961</i>. First edition. Chicago: University of Chicago Press, 2020. (selections)</p>
9/13	The Imperial Bathhouse I	<p><i>Read:</i> Kuzmin, Mikhail. <i>Wings</i>. Translated by Hugh Aplin. London: Hesperus Press, 2007. (first half)</p> <p>Raspopina, Sasha. “Secret Histories: LGBTQ Life in Pre-Revolutionary Russia.” <i>Calvert Journal</i>, online.</p>
9/15	The Imperial Bathhouse II	<p>Kuzmin. <i>Wings</i>. (second half)</p> <p><i>Optional:</i> Bershtein, Evgenii. “An Englishman in the Russian Bathhouse: Kuzmin’s Wings and the Russian Tradition of Homoerotic Writing.” In <i>The Many Facets of Mikhail</i></p>

		<i>Kuzmin: A Miscellany</i> , edited by Lada Panova and Sarah Pratt, 75–87. Bloomington, IN: Slavica, 2011.
9/20	Poeticized Affections	<p><i>Read:</i> Tsvetaeva, Marina. <i>Letter to the Amazon</i>. Ugly Duckling Presse, 2016.</p> <p><i>Optional:</i> Healey, Dan. “‘Our Circle.’ Sex between Women in Modernizing Russia.” In <i>Homosexual Desire in Revolutionary Russia : The Regulation of Sexual and Gender Dissent</i>, 21–50. Chicago, IL: University of Chicago Press, 2001.</p>
Blogpost due on 9/23 at 11:59 PM: Imagining Poetic Intimacies		
<b>II. SEXUAL REVOLUTIONS</b>		
9/22	Revolutionizing Sexuality	<p><i>Read:</i> Tretyakov, Sergei. <i>I Want a Baby and Other Plays</i>. Glagoslav Publications, 2019.</p> <p><i>Optional:</i> Healey, Dan. “The ‘Queer Subject’ and the Language of Modernity. Reforming the Law on Same-Sex Love before and after 1917.” In <i>Homosexual Desire in Revolutionary Russia : The Regulation of Sexual and Gender Dissent</i>, 100–125. Chicago, IL: University of Chicago Press, 2001.</p>
9/27	Sexuality and Surrealism: The First Czechoslovak Republic	<p><i>Read:</i> Huebner, Karla. <i>Magnetic Woman: Toyen and the Surrealist Erotic</i>. Russia and East European Studies. Pittsburgh, Pa: University of Pittsburgh Press, 2020. (selections)</p>
9/29	Fabricating Soviet Men: Gender under Stalin	<p><i>Watch:</i> <i>Hammer and Sickle (Serp i molot)</i>, director: Sergei Livnev, 1994)</p> <p><i>Optional:</i> Kaganovsky, Lilya. “Men Wanted: Female Masculinity in Sergei Livnev’s <i>Hammer and Sickle</i>.” <i>Slavic &amp; East European Journal</i> 51, no. 2 (Summer 2007): 229–46.</p>

Blogpost due on 10/2 at 11:59 PM: Imagining Sexual Revolutions		
10/4	Midterm	No class meeting. Work on take-home midterm.
<b>III. QUEER SURVIVAL UNDER STATE SOCIALISM</b>		
10/6	Queer Arrivals to Socialism I	<p><i>Read:</i> Ryzinski, Remigiusz. <i>Foucault in Warsaw</i>. Rochester: Open Letter, 2021. (First half)</p> <p><i>Optional:</i> Hutchens, Jack J. B. "Iwaszkiewicz and Gombrowicz: Sex, Death, and Panic." In <i>Queer Transgressions in Twentieth-Century Polish Fiction: Gender, Nation, Politics</i>, 23–50. Lanham, MD: Lexington Books, 2020.</p>
10/11	Queer Arrivals to Socialism II	<p><i>Read:</i> Ryzinski, Remigiusz. <i>Foucault in Warsaw</i>. Rochester: Open Letter, 2021. (Second half)</p>
10/13	Making Do: Underground Networks in Czechoslovakia	<p><i>Read:</i> Hall, Timothy McCajor. "Stories from the Second World: Narratives of Sexual Identity across Three Generations of Czech Men Who Have Sex with Men." In <i>The Story of Sexual Identity: Narrative Perspectives on the Gay and Lesbian Life Course</i>, by Phillip L. Hammack and Bertram J. Cohler, 51–77. Oxford: Oxford University Press, 2009.</p>
10/18	Another Way of Late Socialist Representation	<p><i>Watch:</i> <i>Another Way</i> (<i>Egymásra nézve</i>, director Károly Makk, 1982)</p> <p><i>Optional:</i> Takács, Judith. "Queering Budapest." In <i>Queer Cities, Queer Cultures: Europe since 1945</i>, edited by Jennifer V. Evans and Matt Cook. New York: Bloomsbury Academic, 2014.</p>
10/20	Government Surveillance in 1980s Poland	<p><i>Watch:</i> <i>Operation Hyacinth</i> (director Piotr Domalewski, 2021)</p> <p><i>Optional:</i></p>



		Szulc, Lukasz. "Homosexual Activism in Communist Poland." In <i>Transnational Homosexuals in Communist Poland. Cross-Border Flows in Gay and Lesbian Magazines</i> , 91–117. Cham: Palgrave Macmillan, 2018.
Blogpost due on 10/23 at 11:59 PM: Imagining Underground Communities		
10/25	Anxieties at the End of Socialism	<i>Read:</i> Kolářová, Kateřiná. "The AIDSed Perestroika: Discourses of Gender in Negotiations of Ideological Consensus in Late-Socialist Czechoslovakia." In <i>The Politics of Gender Culture under State Socialism: An Expropriated Voice</i> , by Hana Havelková and Libora Oates-Indruchová, 235–56. London: Routledge, 2014.
<b>IV. INTEGRATION AND EXCLUSION AFTER SOCIALISM</b>		
10/27	Post-Socialist Liberation?	<i>Watch:</i> <i>Not Angels But Angels</i> (director Wiktor Grodecki, 1994)  <i>Optional:</i> Moss, Kevin. "Who's Renting These Boys? Wiktor Grodecki's Czech Hustler Documentaries." <i>InterAlia: Pismo Poświęcone Studiom Queer</i> , no. 1 (2006).
11/1	Queers without States I	Statovci, Pajtim. <i>Crossing</i> . Translated by David Hackston. Vintage, 2020. (first half)
11/3	Queers without States II	Statovci, Pajtim. <i>Crossing</i> . (second half)
11/8	Activism after Socialism	<i>The Parade (Parada</i> , director Srđan Dragojević, 2011)  <i>Optional:</i> Velzen, Liselotte van. "Down and Out in Belgrade: An Ethnographic Account on the Everyday Life Experiences of Serbian Gays and Lesbians." In <i>Beyond the Pink Curtain. Everyday Life of LGBT People in Eastern Europe</i> , edited by Roman Kuhar and Judit Takács, 15–33. Ljubljana: Peace Institute (Politike Symposion), 2006.
11/10	Veterans Day, no class	

11/15	Gayropa: What Does the European Union Have to Do with East European Gays?	<p><i>Read:</i> O'Dwyer, Conor. "How the Hard Right 'Europeanized' Homosexuality: An Analysis of Party Rhetoric and Media Discourse." In <i>Coming Out of Communism: The Emergence of LGBT Activism in Eastern Europe</i>, 57–83. New York: NYU Press, 2018.</p> <p><i>Optional:</i> "EU Enlargement and LGBT Rights" in <i>Coming Out of Communism</i>, 33-56.</p>
11/17	Homophobia as National Idea in Putin's Russia	<p><i>Read:</i> Kondakov, Alexander. "The Influence of the 'Gay-Propaganda' Law on Violence against LGBTIQ People in Russia: Evidence from Criminal Court Rulings." <i>European Journal of Criminology</i>, 2019, 1–20.</p> <p><i>Optional:</i> Kondakov, Alexander Sasha, and Evgeny Shtorn. "Sex, Alcohol, and Soul: Violent Reactions to Coming Out after the 'Gay Propaganda' Law in Russia." <i>The Russian Review</i> 80, no. 1 (2021): 37–55.</p>
Blogpost due on 11/20 at 11:59 PM: Imagining Solidarities and Futures		
11/22	Final Papers Workshop	<p><i>Prepare:</i> Upload your paper proposals to Carmen and bring a printed copy to class. (See instructions on Carmen assignment page.)</p>
11/24	Thanksgiving, no class	
11/29	Queer Lives in Russia Today	<p><i>Read:</i> Zaytsev, Vladimir. "Every Shade of Blue." In <i>Contemporary Queer Plays by Russian Playwrights</i>, edited by Tatiana Klepikova. London: Methuen Drama, 2021</p>
12/1	Conclusions: Histories of Progress?	<p><i>Read:</i> Kondakov, Alexander Sasha. "Challenging the Logic of Progressive Timeline, Queering LGBT Successes and Failures in Ireland and Russia." <i>Sexualities</i>, October 20, 2021, 1–20.</p>
Final paper and one-page reflection due on last day of finals week.		

**Subject:** Re: Slavic 3320

**Date:** Friday, February 18, 2022 at 12:08:31 PM Eastern Standard Time

**From:** Peterson, Derek

**To:** Stotlar, Jackson

Thanks Jackson!

Best,

Derek

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**From:** Stotlar, Jackson <[stotlar.1@osu.edu](mailto:stotlar.1@osu.edu)>  
**Date:** Friday, February 18, 2022 at 11:51 AM  
**To:** Peterson, Derek <[peterston.636@osu.edu](mailto:peterston.636@osu.edu)>  
**Subject:** RE: Slavic 3320

Nope! I'll just mark it on our website.

Best,  
Jackson

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**From:** Peterson, Derek <[peterston.636@osu.edu](mailto:peterston.636@osu.edu)>  
**Sent:** Friday, February 18, 2022 10:03 AM  
**To:** Stotlar, Jackson <[stotlar.1@osu.edu](mailto:stotlar.1@osu.edu)>  
**Subject:** Re: Slavic 3320

Hi Jackson,

Great! Anything I need to do on the submission to make it approved-related?

Best,

Derek

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**From:** Stotlar, Jackson <[stotlar.1@osu.edu](mailto:stotlar.1@osu.edu)>  
**Date:** Thursday, February 17, 2022 at 4:44 PM  
**To:** Peterson, Derek <[peterston.636@osu.edu](mailto:peterston.636@osu.edu)>  
**Subject:** RE: Slavic 3320

Hey Derek,

Great news in that I just head back and this is not only approved but we'd like to make it approved-related (so it can count for our majors/minors) AND make it fully a part of the LGBTYQ+ studies minor! So please go ahead and get this in. I appreciate your patience!

Best,  
Jackson

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of 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)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



## Curriculum Map for Russian Major (Updated 1/4//2022)

		<b>Program Goals</b>		
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
		<b>Lang. Proficiency</b>	<b>Analytic Skills</b>	<b>Cult. Appreciation</b>
<b>Prerequisites</b>				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
<b>Required Courses</b>				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
Russian 2144	Intermediate Low/Mid		NA	Intermediate Mid
Russian 3101	Intermediate Low		NA	Intermediate Low
Russian 3102	Intermediate Mid		NA	Intermediate Med
Russian 4575	Intermediate High		Advanced	Advanced
<b>Language Elective Courses</b>				
Russian 3121/3122	Intermediate Low		NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 4136	Intermediate/Advanced		Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low		Advanced	Advanced
<b>Literature, Culture, Linguistics Elective Courses</b>				
Medren 2513	NA		Novice	Novice
Russian 2250	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2335	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2345	NA		Novice	Novice

Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3355.99	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 4220/4221	NA	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2995.99	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3320	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4530	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced

