

Term Information

Effective Term Autumn 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 3340
Course Title The East European Immigrant Experience in America
Transcript Abbreviation EE Exp in America
Course Description This course looks at international migration with a special focus of the experience of Eastern European immigrants in the United States. We will explore the role of immigration for American culture and society and discuss the historical background and theoretical concepts related to migrant experiences between the early 1900s and today.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 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

General Education course:
Migration, Mobility, and Immobility

Course Details

Course goals or learning objectives/outcomes

- Students should successfully be able to identify the variety of ways in which American society has shaped the immigrant experience in general and the East European immigrant experience in particular.
- Students will learn about East European communities in the Midwest through a writing assignments and group projects

Content Topic List

- Socialist Lives in America
 - Soviet Communities in America: Brighton Beach and Others
- No

Sought Concurrence

Attachments

- Slavic 3340 syllabus.docx
(Syllabus. Owner: Peterson,Derek)
- Slavic 3340 MMI_form.docx
(Other Supporting Documentation. Owner: Peterson,Derek)
- Curriculum Maps Russian Major - June 6 2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson,Derek)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	08/01/2022 12:58 PM	Submitted for Approval
Approved	Peterson,Derek	08/01/2022 02:33 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/30/2022 01:53 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/30/2022 01:53 PM	ASCCAO Approval



SYLLABUS

SLAVIC 3340

The East European Immigrant Experience in America

Autumn 2023 (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

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

This course looks at international migration with a special focus of the experience of Eastern European immigrants in the United States. We will explore the role of immigration for American culture and society and discuss the historical background and theoretical concepts related to migrant experiences between the early 1900s and today. Through the lens of films, literary texts, and visual art, this course does not solely focus on the experience of Eastern Europeans but looks at them in the larger context of the diverse society of the USA. The course features works from a variety of languages (Bosnian/Croatian/Serbian, Polish, Russian, Slovak, Ukrainian) and feminist, queer, and working-class writers, who invite us to critique monolithic narratives of immigration and the so-called American

Dream as a continuously influential idea in US culture. The East European immigrant experience in America serves to illuminate diverse aspects of migration, mobility, and immobility, exploring the complex factors and outcomes related to people's political, economic, and personal choices.

Course learning outcomes

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

- identify the variety of ways in which American society has shaped the immigrant experience in general and the East European immigrant experience in particular.
- have an understanding of some of the complex issues related to migration: questions of identity, assimilation, and a life between multiple languages and cultures.
- be able to analyze immigrant experiences and the representation thereof within the context of geopolitical developments and domestic politics.
- have learned about East European communities in the Midwest through a writing assignments and group projects.

General education goals and expected learning outcomes

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	Expected Learning Outcomes	In this course
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to... 1.1. Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students... 1.1. Examine in <i>greater factual detail</i> the East European immigrant experience in America and read and discuss <i>multiple literary texts, films, visual art, and scholarly interpretations</i> to gain a deeper understanding of this topic
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read important fiction and cutting-edge scholarship, participate in regular in-class discussions, and complete varied writing assignments to develop critical and logical thinking about American culture and society, East European culture, and transnational mobility.

GOAL 2: GOAL: 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.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.
	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.	2.2. Gain a rigorous, critical, and self-aware engagement not only with East European immigration, but also with key issues relevant to all global citizens, such as the role of race, sexuality, gender, ideology, and geopolitics.

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression. We'	Successful students are able to... 1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).	In this course... 1.1. Students examine the history and experience of East European immigrants in the United States from the late 19 th century until today, specifically through the lens of representations thereof in literature, film, and art. It thus shows the complex political, economic, social, and cultural causes and effects of migration and immigration.
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	1.2. Students engage with a broad selection of texts from the early 20 th century to the current day, which highlight a variety of angles: oppression, flight, and forced migration based on ethnicity, political orientation, class, and sexual and gender identity; labor migration; transnational activist networks and solidarities.

<p>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</p>	<p>2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. Students get to know diverse historical and contemporary topics and selection of texts, which features authors from Bosnian, Polish, Russian, and Ukrainian communities. This prompts students to think broadly about commonalities and differences in migrant experience across different contexts.</p>
	<p>2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>2.2. The works that students engage with in this class provide ample commentary on abstract ideas about migration, transnational mobility, and American society. Examples of representation of East European immigrants in American popular culture, especially film, encourage students to reflect on common cliches and assigned social roles. This course encourages students to think about their own place in a society that is shaped by immigration as well as race, gender and sexuality, geopolitics and ideology.</p>

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), 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:

Alekseyeva, Julia. *Soviet Daughter: A Graphic Revolution*. Portland, OR: Microcosm Publishing, 2017. \$10

Hemon, Aleksandar. *The Lazarus Project*. Illustrated edition. New York: Riverhead Books, 2009. \$16

Rabinowitz, Matilda. *Immigrant Girl, Radical Woman: A Memoir from the Early Twentieth Century*. Ithaca: ILR Press, 2017. (\$20)

Consider using the site 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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 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)

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.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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%
Pecha Kucha presentation	15%
Reading Quizzes	15%
Take-home midterm	20%
Final project	35%

Total	100
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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 present in class , did homework assignments/readings . You actively participate with meaningful and original contributions. You engage with the contributions of others , encouraging a discussion that accommodates diverse experience and opinions .
85%	You are present in class and are ready to answer questions when approached by the professor, but do not take the initiative to participate. Or: you demonstrate that you have read the assigned texts , 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 make up for it through active participation in class .
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 cannot demonstrate that you have read the assigned texts or retained information from them . 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.

Pecha Kucha Presentation

Pecha Kucha is an oral presentation format in which a speaker shows 20 images for 20 seconds each. The images advance automatically, and the speaker talks along to the images. The rigid format forces the speaker to be focused, creative and disciplined. You will create a Pecha Kucha presentation about some aspect of East European immigration to the U.S., based on library research. The assignment is designed to help you both deepen your knowledge of the course material and refine and practice your oral presentation skills. You are encouraged to pick a topic that connects to your personal or academic interests. You will need to choose a presentation date and submit an annotated bibliography ahead of time. Further details can be found on assignment on Carmen.

Reading Quizzes

There will be five reading quizzes, where you will be asked a number of multiple choice and open-ended questions about one specific text. Like all in-class writing assignments, these quizzes are open book – you are allowed to look at your notes and a paper copy of the text, but not at a screen. The lowest grade of your reading quizzes will be dropped.

Take-Home Midterm

In the take-home midterm, you will need to address eight questions about the historical background of East European immigration and analyze sections from our assigned readings. The exam will be delivered through Carmen and is times to 80 minutes.

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)
- Ten Suggestions for Preserving Academic Integrity (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

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. 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. The Ohio State Wellness app is also a great resource available at 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; 614-292-3307; 098 Baker Hall, 113 W. 12th 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)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates as well as complete citations for our readings.

INTRODUCTIONS		
8/23	Introductions, Course Goals, Personal Learning Goals, Locating Eastern Europe	<p><i>Prepare:</i> Carefully review the syllabus and Carmen page.</p> <p><i>In class:</i> Review historical maps of Eastern Europe</p>
8/25	Historical Overview: Immigration to America I	<p><i>Read:</i> Roger Daniels: <i>Coming to America: A History of Immigration and Ethnicity in American Life</i>. New York: Harper Perennial, 2002.</p> <ul style="list-style-type: none"> • Chapter 10: “The Triumph of Nativism” • Chapter 13: “Changing the Rules”
8/30	Historical Overview: East European Immigration to America II	<p><i>Read:</i> Roger Daniels: <i>Coming to America</i>.</p> <ul style="list-style-type: none"> • Chapter 8: “Eastern Europeans: Poles, Jews, and Hungarians” • Chapter 15: “Soviet Jews”
9/1	Eastern European Immigration & Whiteness	<p><i>Read:</i> Claudia Sadowski-Smith: <i>New Immigrant Whiteness: Race, Neoliberalism, and Post-Soviet Migration to the United States</i>. New York: NYU Press, 2018. (selections)</p>

		<p><i>In class:</i> Peggy McIntosh: “White Privilege: Unpacking the Invisible Knapsack” (online)</p> <p>Reading Quiz 1: Daniels</p>
1. ESCAPING EMPIRES		
9/6	Popular Imagination	<p><i>Watch:</i> An American Tail (1986)</p> <p><i>Optional:</i> Matthew Frye Jacobson: <i>Roots Too</i>. Cambridge, MA: Harvard UP, 2008. (selections)</p>
9/8	Canonical Narratives	<p><i>Read:</i> Mary Antin: <i>The Promised Land</i>. New York: Penguin, 2012. (selections)</p>
9/13	Immigration as Emancipation I	<p><i>Read:</i> Matilda Rabinowitz: <i>Immigrant Girl, Radical Woman</i> (first half)</p>
9/15	Immigration as Emancipation II	<p><i>Read:</i> Matilda Rabinowitz: <i>Immigrant Girl, Radical Woman</i> (second half)</p> <p>Reading Quiz 2: Rabinowitz</p>
2. USA VS. USSR		
9/20	Socialist Lives in America	<p><i>Read:</i> Anna Arustamova: “The ‘Father of Russian Futurism’ in America: David Burluk and the <i>Russian Voice</i>” (from forthcoming volume: <i>Red Migrations: Marxism and Transnational Mobility after 1917</i>, Toronto UP)</p> <p>Vladimir Mayakovsky: <i>My Discovery of America</i>. London: Hesperus Press, 2005. (selections)</p>
9/22	The Appeal of Capitalism	<p><i>Read:</i></p>

		Evgenii Petrov and Il'ia Il'f: <i>If and Petrov's American Road Trip</i> . New York: Princeton Architectural Press, 2007. (selections)
9/27	The Appeal of Socialism	<p><i>Read:</i> Langston Hughes: <i>I Wonder as I Wander</i>. New York: Hill and Wang, 2015. (selections)</p> <p><i>Optional:</i> Bradley A. Gorski: “‘Syphilis, Dirt, and the Frontiers of Revolution’: Langston Hughes and Arthur Koestler at the Borders of Disgust” (in forthcoming <i>Red Migrations Volume</i>)</p>
9/29	Midterm	No class meeting; work on take-home midterm.
Take-home midterm due on 10/3 at 11:59 PM. (Carmen upload)		
3. COLD WAR (IM)MOBILITIES		
10/4	The Soviet Third Wave: Introduction	<p><i>Read:</i> Olga Matich, and Michael Henry Heim, eds. <i>The Third Wave: Russian Literature in Emigration</i>. Ann Arbor, MI: Ardis, 1984. (selections)</p>
10/6	Miłosz's Vision	<p><i>Read:</i> Czesław Miłosz: <i>Visions from San Francisco Bay</i>. New York: Farrar, Straus, Giroux, 1982. (selections)</p>
10/11	Between Leningrad and New York I	<p><i>In-class:</i> Screening of <i>A Room and a Half</i> (2009)</p> <p><i>Optional:</i> Joseph Brodsky: “In a Room and a Half”</p> <p>Reading Quiz 3: Miłosz</p>
10/13	Between Leningrad and New York II	Discussion of <i>A Room and a Half</i>

10/18	Soviet Communities in America: Brighton Beach and Others	<i>Read:</i> Sergei Dovlatov: <i>A Foreign Woman</i> . New York: Grove Weidenfeld, 1991. (selections) Also: revisit Sadowski-Smith: <i>New Immigrant Whiteness</i>
10/20	Soviet Families I	<i>Read:</i> Julia Alekseyeva: <i>Soviet Daughter</i> (first half)
10/25	Soviet Families II	<i>Watch:</i> Julia Alekseyeva: <i>Soviet Daughter</i> (first half) Reading Quiz 4: Alekseyeva
10/27	Immigrant Culture Through Food: The Example of Kachka	<i>Read:</i> “Cooking with the Lights Out. Interview with Bonnie Frumkin Morales” (in forthcoming volume <i>Lockdown in the Kitchen</i> , Rutgers UP)
4. EASTERN EUROPEAN IMMIGRANTS TODAY		
11/1	Bridging the Century: Hemon’s <i>Lazarus Project</i>	<i>Read:</i> Aleksandar Hemon: <i>The Lazarus Project</i> , pp. 1-64.
11/3	Bridging the Century: Hemon’s <i>Lazarus Project</i>	<i>Read:</i> Hemon: <i>The Lazarus Project</i> , pp. 65-135.
11/8	Bridging the Century: Hemon’s <i>Lazarus Project</i>	<i>Read:</i> Hemon: <i>The Lazarus Project</i> , pp. 136-245.
11/10	Veterans Day, no class	
11/15	Bridging the Century: Hemon’s <i>Lazarus Project</i>	<i>Read:</i> Hemon: <i>The Lazarus Project</i> , pp. 249-292. Reading Quiz 5: Hemon
11/17	The New Refugees: Queer Immigration from Russia	<i>Read:</i>

		<p>Novitskaya, Alexandra. "Sexual Citizens in Exile: State-Sponsored Homophobia and Post-Soviet LGBTQI+ Migration." <i>The Russian Review</i> 80, no. 1 (2021): 56–76.</p> <p>Look at selected artwork by Slava Mogutin.</p>
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	The New Refugees: Contemporary Immigration from Ukraine	<p><i>Read:</i> Ilya Kaminsky: selected poetry</p>
12/1	Conclusions: Looking at a Century of Eastern European Culture in America	
Final paper and one-page reflection due on last day of finals week.		

GE Theme course submission documents

SLAVIC 3XXX: The East European Immigrant Experience (revised from SLAVIC 2367; under departmental review; likely implementation 2024)

Dr. Philip Gleissner, Slavic and East European Languages and Cultures

Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

Goals and ELOs shared by *a*//Themes

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

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.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

ELO 1.1 Engage in critical and logical thinking.	In this course, students examine the history and experience of East European immigrants in the United States, specifically through the lens of representations thereof in literature, film,
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	<p>and art. The course relies on a broad selection of texts from the early 20th century to the current day.</p> <p>This course will build skills needed to engage in critical and logical thinking about immigrant culture through the engagement with these primary sources that highlight a variety of angles and expand on skills in literary and cultural analysis developed in the foundations.</p> <p>At the center stands, therefore, the discussion of works, such as the Bosnian-American writer Aleksandar Hemon’s <i>Lazarus Project</i>, the memoirs <i>Immigrant Girl</i>, <i>Radical Woman</i>, or the graphic novel <i>Soviet Daughter</i>.</p> <p>Five reading quizzes allow the students to demonstrate and reflect on their success as critical readers of literary works.</p> <p>The final paper, scaffolded by in-class preparation and a peer-review workshop, brings these readings and practice in literary analysis together at the end of the course.</p>
<p>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.</p>	<p>Aside from the primary texts, students will engage with current scholarship on the topic. Much of this will be provided by the instructor through brief lectures, but the syllabus also features readings from such works, e.g.:</p> <ul style="list-style-type: none"> • Claudia Sadowski-Smith: <i>New Immigrant Whiteness: Race, Neoliberalism, and Post-Soviet Migration to the United States</i> (Unit 1) • Anna Arustamova: “The ‘Father of Russian Futurism’ in America: David Burliuk and the <i>Russian Voice</i>” and Bradley A. Gorski: “‘Syphilis, Dirt, and the Frontiers of Revolution’: Langston Hughes and Arthur Koestler at the Borders of Disgust” (Unit 2) • Olga Matich, and Michael Henry • Heim, eds. <i>The Third Wave: Russian Literature in Emigration</i>. (Unit 3) • Novitskaya, Alexandra. “Sexual Citizens in Exile: State-Sponsored Homophobia and Post-Soviet LGBTQI+ Migration.” <i>The Russian Review</i> 80, no. 1 (2021): 56–76. (Unit 4)
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The historical introduction in the first week sets the students up to analyze the East European Immigrant experience across a century and diverse ethnic and linguistic groups.</p>

	<p>The selection of texts, which features authors from Bosnian, Polish, Russian, and Ukrainian communities prompts students to think broadly about commonalities and differences in experience.</p> <p>The midterm, in particular, features questions that are aimed at historical contextualization to practice and demonstrate this mode of analysis that identifies patterns, describes unique experiences, and synthesizes approaches.</p>
<p>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.</p>	<p>This course encourages students to think about their own place in a society that is shaped by immigration as well as race (readings from Sadowski-Smith), gender and sexuality (readings Alekseyeva and Novitskaya), geopolitics and ideology (readings about the Soviet third wave emigration and Hemon’s novel, which deals with the experience of immigrants in contemporary America and on the aftermath of 9/11).</p>

Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs.

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>The goal of this course is to develop a broad and complex understanding of migration as a human experience that transcends basic notions of push-and pull-factors and stereotypical representations of immigrant narratives in terms of the American Dream.</p> <p>For example:</p>
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	<ul style="list-style-type: none"> • While some texts address migration as flight from Soviet totalitarianism (Brodsky, Dovlatov) and attraction to American ideology, others are more critical, show the attraction of Soviet society (Hughes) and the continuation of leftist politics in the US (Mayakovsky). • While some texts address immigration as stories of liberation (Antin), others highlight limitations and failure (Hemon, Miłosz). • Authors like Alekseyeva, Rabinowitz, and Mogutin explain the role of gender and its entanglements with migration and mobility and invite feminist and queer critiques. • A unit on contemporary Ukrainian poetry engages with the emerging refugee crisis and the war in Ukraine.
<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>As I have tried to show above, the selection of texts for this class represents diverse experiences.</p> <p>The theoretical text by Sadowski-Smith, literary texts by Hughes and Dovlatov will be used to address the role of race and racism.</p> <p>The Pecha Kucha presentations (15% of the course grade) invite students to further expand their perspective by choosing from a broad variety of topics, engaging with immigrant communities and experiences not addressed in the course readings. For our course, this creates a broader discussion of experiences.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>In the discussion of every text that we read in this class, we address how the experience of migration has shaped the authors' perception of the world and American society, their values and beliefs.</p> <p>In the final paper, students focus on a selection of texts of their choice to analyze a specific issue within the East European immigrant experience, tracing the development of specific ideas and motifs across time.</p>

Course subject & number

<p>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>The focus of this course is on artistic representations of East European immigration and its historical contexts. We look at different literary genres, film, visual art. The course thus engages explicitly with creative representations and the construction and deconstruction of belief systems around migration.</p> <p>A unit on immigrant food in the end of the semester aims to connect these complex artistic representations to a more quotidian matter, highlighting the connection of the oftentimes abstract concepts and ideas to the experience of everyday life among immigrants.</p>
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Curriculum Map for Russian Major (Updated 5/19//2022)

		Program Goals		
		Goal 1	Goal 2	Goal 3
		Lang. Proficiency	Analytic Skills	Cult. Appreciation
Prerequisites				
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
Required Courses				
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
Language Elective Courses				
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
Russian 5103	Advanced Low/Mid		Advanced	Advanced
Russian 5104	Advanced Mid		Advanced	Advanced
Russian 5150	Advanced		Advanced	Advanced
Literature, Culture, Linguistics Elective Courses				
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 4330	NA	Advanced	Advanced
Russian 5200	Advanced	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 3340	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