

Term Information

Effective Term Summer 2024
Previous Value Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Inclusion in the GE Citizenship Theme

What is the rationale for the proposed change(s)?

Inclusion in the GE Citizenship Theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 2797.02
Course Title Central European Study Abroad
Transcript Abbreviation CEur Study Abroad
Course Description Introduction to the history, geography, and politics of Hungary and Poland. This program explores contemporary Central Europe through a historical lens, addressing questions of cultural identity, citizenship, diversity, and justice through on-site study in Budapest and Warsaw. No prior knowledge of Hungary or Poland required.
Previous Value Course for Gateway Hungary Program (May Session). Introduction to history, geography, and politics of Hungary and other Cen. Eur. countries, including Poland, Czech Republic, and Slovakia. On-site study of urban culture and development in Budapest and Warsaw; multimedia project in collaboration with Hungarian and Polish university students. No prior knowledge of Hungary or Cen. Europe required.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 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, Field Experience
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Always

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus*

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:

Global Studies (International Issues successors); Education Abroad (new); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Global Studies (International Issues successors); Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students articulate how their time abroad has enriched their academic experience.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Previous Value

- *By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.*
- *Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.*
- *Students articulate how their time abroad has enriched their academic experience.*
- *Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*
- *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*
- *Locate Central European countries on map*
- *Appropriately use greetings and other survival phrases in Hungarian*
- *Appropriately use greetings and other survival phrases in Polish*
- *Provide thumbnail sketch of history of Central European countries*
- *Identify major changes that have affected Central Europe since 1989*
- *Identify points of continuity between socialist and post-socialist periods in Central Europe*
- *Discuss how global changes in media have affected Central Europe*
- *Compare/contrast contemporary everyday life in Hungary and Poland*
- *Discuss/debate major geopolitical issues often used to frame Central European history, including pre-1989 socialism and newer processes of globalization*
- *Synthesize and narrate experiences in Central European study abroad in a multimedia format*

Content Topic List

- Contemporary everyday life and urban culture in Budapest, Hungary
- Contemporary everyday life and urban culture in Warsaw, Poland
- Contemporary Central European Politics
- Globalization in Central Europe

Previous Value

- *Central European History*
- *Post-socialist transition in Central Europe*
- *Survival Hungarian*
- *Survival Polish*
- *Contemporary everyday life and urban culture in Budapest, Hungary*
- *Contemporary everyday life and urban culture in Warsaw, Poland*
- *Media in contemporary Central Europe*
- *Contemporary Central European Politics*
- *Globalization in Central Europe*

Sought Concurrence

No

Attachments

- Global May Hungary_Syllabus_2024_updated_AU2023.docx
(Syllabus. Owner: Peterson, Derek)
- GE Theme course submission worksheet Citizenship for a Just.docx: GE Worksheet
(Other Supporting Documentation. Owner: Peterson, Derek)
- cover_Slavic 2797_final.pdf: Cover Letter--Revisions
(Other Supporting Documentation. Owner: Gleissner, Philip)
- Global May Hungary_Syllabus_2024_Final Revisions[38].pdf: Revised Syllabus 11/6/2023
(Syllabus. Owner: Gleissner, Philip)

Comments

- The syllabus has been updated to reflect the committees requests. Please see uploaded syllabus and cover letter.
Thank you! PG *(by Gleissner, Philip on 11/06/2023 09:50 AM)*
- Please see Subcommittee feedback email sent 10/19/2023. *(by Hilty, Michael on 10/19/2023 09:03 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	09/06/2023 04:15 PM	Submitted for Approval
Approved	Peterson, Derek	09/06/2023 04:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/25/2023 05:41 PM	College Approval
Revision Requested	Hilty, Michael	10/19/2023 09:03 AM	ASCCAO Approval
Submitted	Gleissner, Philip	11/06/2023 09:50 AM	Submitted for Approval
Approved	Gleissner, Philip	11/06/2023 09:50 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/06/2023 11:58 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/06/2023 11:58 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

Citizenship for a Diverse and Just World
Theme 2 Subcommittee
6 November 2023

Dear Colleagues:

Thank you for your feedback regarding my **proposal to include Slavic 2797.02**, Global May Hungary, in the theme Citizenship for a Just and Diverse World. At the meeting on Wednesday, October 4th, the reviewing committee had two sets of recommendations and one request for revision of the syllabus.

The reviewing committee found the proposal to be light on the topic of citizenship and requested additional course content, including assignments, that would showcase where students will be assessed on their new-found knowledge of citizenship. They requested additional information and further development of the assessments within the course syllabus, including how students will be expected to engage with that topic throughout the experience, as well as scaffolding elements to the final assignment to ensure that self-reflection is a central part of the final course reflection.

It is not realistic to request that students do additional course readings *before* departure. As a Global May course, this study abroad takes place directly after students finish their spring semester finals, leaving them no time for these readings. However, from the syllabus it is clear that all readings will be made available in advance so that students can begin to familiarize themselves with them should time permit. I would like to emphasize that numerous of these readings specifically address citizenship as an abstract concept as well as the concrete experience of belonging and not-belonging to the communities of multinational empires, nation states, authoritarian regimes, and liberal democracies. Our class meetings are dedicated to detailed discussions of these readings in light of sight visits and daily observations. Among them are: Mathisen, "*Peregrini, Barbari, and Cives Romani: Concepts of Citizenship and the Legal Identity of Barbarians in the Later Roman Empire*;" Marácz, "The Politics of Language Policies: Hungarian Linguistic Minorities in Central Europe;" Houze, "Hungarian Nationalism, Gottfried Semper, and the Budapest Museum of Applied Art;" Cohen, "Nationalist Politics and the Dynamics of State and Civil Society in the

Habsburg Monarchy;” Zubrzycki, “The Politics of Jewish Absence in Contemporary Poland;” Sluga, “Bodies, Souls and Sovereignty: The Austro-Hungarian Empire and the Legitimacy of Nations;” Stubbs et als., “Authoritarian Neoliberalism, Radical Conservatism and Social Policy within the European Union: Croatia, Hungary and Poland.”

I have addressed the committee’s feedback in the following ways:

- I have rephrased the course description that helps to place the course within a context of exploration of concepts of citizenship, including comparative and historical parameters of these concepts. In so doing I have made more explicit in the syllabus material related to GEN Theme Citizenship ELOs 3.1 and 3.2 (describing/analyzing a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities; and identifying/reflecting on/applying knowledge, skills and dispositions required for intercultural competence as a global citizen).
- I have added to the syllabus explicit assignments related to citizenship, including an arrival reflection and a departure reflection that will assess students’ original level and new-found knowledge of citizenship (on May 7 and May 28 respectively) and a set of worksheets spread throughout the course that help students to identify specific ways they are engaging with concepts of citizenship through readings, lectures, and site visits.
- The rubrics and detailed descriptions of assignments have now been included in the course syllabus, although of course they will also be available in the CARMEN site as planned. It should now be visible to the committee how students will engage with reading material and media; visit sites; have discussions; explore the cities through scavenger hunts; complete worksheets that will make explicit their growing knowledge and understanding of concepts central to the course, including imperial structures and their remaining traces as well as changing definitions of citizenship as we move through the historical land and cityscapes toward the present 21st century. Work individually, in groups, and as a class will reveal palimpsests of meaning and facilitate comparative analyses of citizenship. The readings, discussions, visits, worksheets, scavenger hunts, journal entries and final course reflection constitute a set of scaffolded assignments, and the rubrics for grading the written work are legible and clarifying.
- I have added the **Statement on Religious Accommodations on page 11** of the syllabus.

For students on the Global May Hungary study abroad course, **the complicated history of the region and its political structures will help to clarify meanings of citizenship in these illiberal EU democracies as well as in the United States; the ways in which Central Europe has throughout history frequently not seen a just and diverse world form throughout the course a contrast with the**

ideals of citizenship and will be addressed daily during site visits, introductory lectures, and seminar meetings.

I am uploading the updated syllabus and hope that the committee will decide to include this study abroad experience in the Citizenship for a Just and Diverse World theme.

Sincerely,

Angela Brintlinger

Chair and Professor, Slavic and East European Languages and Cultures

SLAVIC 2797.02
SYLLABUS
Global May Hungary

Summer 1 2024 (May Term Study Abroad)
3 credit hours

COURSE OVERVIEW

Instructor Dr. Angela Brintlinger

Email address: brintlinger.3@osu.edu

Prerequisites:

None

Course description

This is a study abroad course designed for Global May Study Abroad program that will take place during the four-week session in May 2024. The course assumes no knowledge of Hungary or the region as a whole and will therefore provide students with a basic grounding in the history, geography, and politics of Central Europe. More importantly, since Hungary and Poland are the “problematic” members of the European Union, students will gain a sense of what physical, historical, and political aspects of the region affect its current political and social culture. Although we will spend the bulk of our time exploring the Hungarian context, students will have the chance to compare the former Habsburg city of Budapest with Warsaw, a city that was part of the Russian empire before becoming the capital of a Soviet satellite state and now a bustling international metropolis in post-Socialist space.

Thus this program explores contemporary Central Europe through a historical lens, addressing questions of cultural identity, citizenship, diversity, and justice. Through site visits to political and cultural institutions, historical monuments, and museums, as well as in daily lectures and seminar discussions of films and readings, students analyze this region as a unique space for shared experiences of national belonging and transnational connection. Students learn about the long history of the region as part of various empires, starting with Roman traces in Budapest itself, and explore the legacies of empire, including oppression, that helped to form the region. Relationships with larger entities—from the Catholic Church to the EU to NATO—and with neighbors, including Lithuania, Ukraine and Russia, will help to situate current cultural and linguistic identities and shed light on recent political tensions.

Reflecting on the long history of empire and various political and social identities and regimes in the region will help students consider their own identities and the relationship of history and politics to the concept of citizenship. Through discussion and reflection it is expected that students will develop their own understanding of citizenship and be able to compare it with observed and studied Central European concepts.

Course learning outcomes

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

- locate Central European countries on a map

- appropriately use greetings and other survival phrases in Hungarian
- appropriately use greetings and other survival phrases in Polish
- identify the legacies of empires on the current lands
- identify the role Jewish communities played in Hungary and Poland and understand how the Holocaust affected populations across the region
- discuss how global changes and events have affected and continue to affect Central Europe
- compare/contrast contemporary everyday life in Hungary and Poland, based on readings, observations, and dialogue with residents of both countries
- describe ideas of citizenship, justice and diversity and compare observed and studied Central European concepts with U.S. understanding of citizenship
- understand how their own role as citizens of the U.S. (or other countries) and as global citizens fits into understandings of citizenship across history, particularly in Central Europe

GE Course learning outcomes: Citizenship for a Just and Diverse World

Goals:

- Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
- Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
- 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.
- Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 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.

Global May Hungary meets the learning goals of the **GE theme Citizenship for a Just and Diverse World** by exploring the idea of citizenship across various imperial spaces in the context of contemporary autonomously governed diverse societies: Hungary and Poland have been part of the Roman empire, the Austro-Hungarian empire, the Russian empire, and the Soviet sphere of influence and are now members of the European Union. In this course, students learn to interpret architecture, urban plans, cultural and social identities found in Budapest and Pécs, Hungary and Warsaw, Poland as a reflection of these political and cultural situations. Students will explore the historical and cultural traces of empire and interact with ethnic and religious identities, including Jewish history. They will reflect on what they learn and enhance their intercultural competence as global citizens. By touring places like the Hungarian Parliament and U.S. Embassy in Budapest, as well as museums and sites such as the Citadel where the new Museum of the Polish Army has opened in Warsaw, students will learn to analyze and critique the structures of power in the region and will compare this new knowledge to their own experiences in the U.S.

HOW THIS COURSE WORKS

Mode of delivery: This course is a study abroad during the month of May, with three weeks in residence in Budapest and Pécs, Hungary and four days in Warsaw, Poland. We will have daily class meetings for short lectures and discussions of assigned readings and films that we watch together. Each day we will visit different sites, such as museums and cultural institutions, that relate to our daily themes. Some time is free for independent exploring.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), one credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course. Because we will do the equivalent of a fifteen-week semester-long course in the space of four weeks, students should expect to spend a minimum of 135 hours on direct instruction (instructor content and Carmen activities, for example) and homework (reading and assignment preparation, for example) combined. This is the equivalent of just under 35 hours a week devoted to learning. As part of a Global May program, this course also assumes students will learn beyond the hours designated for direct instruction and homework by exploring their surroundings, learning to navigate foreign cities, as well as observing and interacting as feasible with local inhabitants.

Attendance and participation requirements:

- **Preparation:**

I have assigned readings for most of our seminar topics, which are listed on the course schedule. They will be provided as a printed course reader two months before our trip, which will allow you to get started on the readings before departure if you want. I will also provide PDFs of the readings on our Carmen course page. You will have free time every day to read and prepare for our meetings.

- **Seminars:** Our seminar meetings may feature short lectures by faculty or guest lecturers as well as group discussions. I expect you to actively participate in the discussions, contribute your own ideas and questions, and comment on observations.
- **Three Journal Entries: AT THE END OF EACH UNIT**

At the end of each unit, you will write a short journal entry (500 words), reflecting on major observations. Detailed instructions can be found on Carmen and below. Each entry should include an artifact—visual or sound.

- **Final Reflection: DUE UPON RETURN FROM THE COUNTRY**

Upon return to the United States, you are required to write a five-page reflection paper about the trip. Detailed instructions are provided on the Carmen page and below.

COURSE MATERIALS AND TECHNOLOGIES

Course Reader

A printed course reader with all our texts will be provided before the trip.

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, especially downloading and installing software packages (i.e. you need to have administrator rights to your computer).
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: laptop or tablet, which you can bring on the trip for readings.
- 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	40%
Three journal entries —10% each	30% (total)
Final reflection paper	30%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Journal Entries

Three times during the course, at the end of each unit, you will write a short journal entry (ca. 500 words) to reflect on what you learned, synthesizing insights on a specific topic from our readings, discussions, and site visits. See grading rubric below and on Carmen.

Journal Entry # 1: Traces of Empire in Budapest

In this entry, you will draw on class readings, lectures, discussions, and films as well as your personal observations at site visits to explore the ways in which Hungarian national identity emerged from imperial structures; mirrored Hungarian folk beliefs; interacted with minority linguistic and cultural identities; changed as civil society developed. Use concrete examples including those related to your

personal beliefs to reflect on the ways in which Hungarians conceived of their relationships to the state(s) and their communities and how those may match or differ from your own understanding of yourself as a citizen. Include at least one image or sound file to illustrate your observations.

Journal Entry # 2: Traces of Empire in Warsaw

In this entry, you will draw on class readings, lectures, discussions as well as your personal observations at site visits to explore the ways in which Polish national identity differs from Hungarian national identity. How did the multi-ethnic and confessional community of Warsaw manage its internal relationships? How do the imperial structures, beliefs, and minority linguistic and cultural identities in Poland, including Jewish Warsaw, explain current Polish civil society? Use concrete examples including those related to your personal beliefs to reflect on the ways in which Poles of all nationalities (including Jews and even Russians) conceive of their relationships to the state(s) and their communities and how those may match or differ from your own understanding of yourself as a citizen. Do such cultural figures as Chopin help Poles consider themselves to be global citizens? Can you find similar ideas in your own understanding of yourself as a global citizen? Include at least one image or sound file to illustrate your observations.

Journal Entry # 3: Views of Contemporary Budapest

In this entry, you will reflect on the ways in which ethnicities, including Jewishness and migrant populations, have affected your understanding of citizenship. Is there a place for justice and diversity in Hungarian life? How does their membership in the EU affect—positively or negatively—their understanding of themselves as global citizens? How did your visit to the U.S. Embassy and monuments of Soviet, American, and other powers help you to understand relationships between various nationalities in Hungary today? Include at least one image or sound file to illustrate your observations.

I will use the following rubric for each part of the journal, adding scores and dividing by 3 to reach 30%.

Points	Content
20-17	Draws 100% original, coherent, detailed observations; thoughtful rendition of relevant issues from readings, lectures, site visits and at least one vivid and concrete example; largely thoughtful reflections on the observations, connections, and experiences; contains at least one image (or sound) file that fits the observations well; ideas of citizenship evolve and become more clear.
16-12	Draws 100% original, somewhat coherent, detailed observations; somewhat thoughtful rendition of relevant issues from readings, lectures, site visits and at least one concrete example; contains reflections on the

	observations, connections, and experiences; contains at least one image (or sound) file that fits the observations fairly well; ideas of citizenship evolve.
11-7	Several of the following aspects are true: Draws 100% original, but not very detailed observations; only minimally thoughtful rendition of relevant issues from readings, lectures, site visits and at least one concrete example; contains reflections on the observations, connections, and experiences, that does not fit the observations very well; image may be missing the observations, connections, and experiences; ideas of citizenship not very clear
6-1	Contains little or few / not detailed observations; very few connections to relevant issues; examples do not, or only barely, support the ideas; no idea of citizenship
Points	Coherence, Organization and Writing
10	Very well-organized and coherent; well formulated; few to no linguistic errors
5	Somewhat difficult to follow; mostly well formulated; some linguistic errors
4-3	Not coherent and organized; multiple linguistic errors
2-1	Poor quality/little to no evidence of effort

TOTAL POINTS:

/ 30

Final Project

The final reflection is to be completed upon return to the United States. In five pages, you need to discuss what you learned on this trip—in particular issues of intercultural competency in daily life as well as about the historical and contemporary experience and societies of this region. What does it mean to be a citizen in this European space, and how does that inform your own understanding of citizenship in our diverse world?

You must provide concrete examples (minimum *eight examples*) that offer evidence of the ways in which your understanding of citizenship has changed during the trip and of your new understanding of what intercultural competence is. Drawing on previous worksheets, you may decide to focus on

political, national, cultural, global and/or historical communities and their specific perspectives on what constitutes citizenship. In this paper you will also draw on previous discussions of the knowledge, skills and dispositions required for intercultural competence as a global citizenship.

In writing the paper, you may wish to consider the following questions:

- What are some cultural differences, similarities and interconnections between Budapest/Hungary, Warsaw/Poland, and your hometown and country in the U.S. (or elsewhere) that you have become aware of? How did you notice those differences, similarities and interconnections? Give at least three concrete examples.
- Reviewing your first reflection writing assignment, do you believe your assumptions and positions about practices, lifestyle, and attitudes in relation to course's themes (for example, national identity, civil society, empire) have shifted? Try to be as concrete as possible and provide at least three examples.
- How have you learned to function effectively within Budapest/Hungary? What were some of the challenges you faced and how did you cope with them? How did you manage intercultural interaction while in Budapest? Provide at least two concrete examples of challenges.
- How has your experience in Hungary/Poland enriched your academic education? For example, identify and explain knowledge, skills, and approaches that you acquired that you could apply in your future classes. In what ways can you continue with learning and developing? Provide at least three concrete examples.
- What skills of intercultural competence inform your understanding of citizenship in our world? Where are the issues you encountered in terms of justice and/or diversity, and how might you address them in future?

Your final reflection paper will be assessed based on the following rubric:

Points	Content
15-13	Paper exhibits evidence of ideas that respond to the prompts/questions; it provides at least eight concrete examples that support the ideas and argument
12-9	Paper exhibits some evidence of ideas that respond to the prompts/questions; it provides less than the stated minimum of eight concrete examples that support the ideas and argument
8-6	Paper exhibits little evidence of ideas that respond to the prompts/questions; it provides only few concrete examples that support the ideas and argument

5-1	No evidence of ideas that respond to the prompts/questions; only one or two concrete examples that support the ideas, and argument/examples do not, or only barely, support the ideas and argument
Points	Organization and Coherence
15-13	The statement/paragraphs and examples exhibit an identifiable and logical structure/connection to the topic
12-9	The statement/paragraphs and examples exhibit some identifiable and logical structures/connections to the topic
8-6	The statement/paragraphs and examples exhibit insufficient identifiable and logical structures/connections to the topic
5-1	The statement/paragraphs and examples exhibit no identifiable and logical structure/connection to the topic

TOTAL POINTS:

/ 30

Grading scale

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

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are our 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 for your journal entries to be as polished as a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Our goal should be to maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then uploading to Carmen to turn them in.

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 faculty suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report our 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/>

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 instructor is to be sympathetic and supportive interlocutors. 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/I 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. We/I 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>

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Because this is a four-week study abroad course, students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than **14 days before departure for Hungary**. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 there 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 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 AND TRAVEL SCHEDULE

Monday, May 6: Depart Columbus John Glenn International (CMH)

Tuesday, May 7: Budapest | Arrival Day

- Afternoon: Site visit
 - Walking tour of Pest including City Park and Districts V and VII
- Evening: Welcome reception at Corvinus University
 - **Arrival Reflection Assignment (written, followed by discussion as a group)**—“what is citizenship? What would it mean to be a global citizen? What do you see as essential skills for intercultural competence?”

Wednesday, May 8: Budapest | Orientation

- Morning: Free time
- Early afternoon: Seminar session at Corvinus University Classroom
 - Hungarian Language Lesson
 - How does Budapest work? Exploring maps and the subway/tram system (practical lesson)
 - Where is Budapest in Central Europe? Getting a good sense of geography (map project)
- Afternoon: Visit to thermal baths at 17:30 ([Széchenyi Thermal Bath](#))

Thursday, May 9: Budapest | History of the City

- Morning: Seminar session
 - Budapest as Roman outpost
 - Reading: Mathisen, Ralph W. “*Peregrini, Barbari, and Cives Romani: Concepts of Citizenship and the Legal Identity of Barbarians in the Later Roman Empire.*” *The American Historical Review*, vol. 111, no. 4, 2006, pp. 1011–40. *JSTOR*, <https://doi.org/10.1086/ahr.111.4.1011>
 - Discussion: how can we use our new Latin terms to understand societies past and present? What was Roman citizenship and how can it inform our understanding of the concept?
- Afternoon: Site Visit
 - Visit to Aquincum Museum and Archaeological Park with Corvinus University expert
 - **Scavenger hunt:** When we leave Aquincum, we will split into small groups to seek out other Roman sites and remains in the city

Friday, May 10: Trip outside the City ([Szentendre](#), [Visegrad](#))

Meet in hotel lobby for the bus

Discussion on the way: Szentendre as late 17th / 18th c. Serbian outpost, home to Jews, 20th c. Hungarian artists' colony, 21st c. tourist destination; Visegrád as a citadel (Fellegrvár), Hungarian capital city and site of imperial alliance in 14th century, Ottoman site, place of historic formation of Visegrád Group in 1991; **worksheet** re: concepts of citadel, citizenship, local identity

10:30 Arrive Szentendre

12:30 Leave Szentendre

13:00 Arrive Visegrád, explore [Visegrád Citadel](#)

17:40 Depart by boat down the Danube

20:00 Arrive Budapest

Saturday, May 11: Free Day in Budapest

Sunday, May 12:

- Group dinner and film screening (*Tall Tales* [Apró mesék, dir. [Attila Szász](#), 2019] 1 hr. 52 minutes)

Monday, May 13: Budapest | The Habsburg Empire

- Morning: Seminar session
 - Hungarian Language Lesson
 - Reading: Marác, László. “The Politics of Language Policies: Hungarian Linguistic Minorities in Central Europe.” *Politeja*, no. 31/2, 2015, pp. 45–66. *JSTOR*, <http://www.jstor.org/stable/24919775>
 - [The World of Habsburgs](#) (explore together in small groups in class; fill out **worksheet** as a group)
- Afternoon: Site visit
 - Entrance and guided tour of Royal Palace and Castle District
 - **Scavenger hunt**: collect names of Habsburg royalty and find at least three monuments/streets/cultural objects devoted to the person you chose; take photos!

Tuesday, May 14: Budapest | Hungarian National Identity

- Morning: Seminar session
 - Reading: Houze, Rebecca. “Hungarian Nationalism, Gottfried Semper, and the Budapest Museum of Applied Art.” *Studies in the Decorative Arts*, vol. 16, no. 2, 2009, pp. 7–38. *JSTOR*, <https://doi.org/10.1086/652503>.
 - excerpts from *Hungarian Folk Beliefs* (by Tekla Dömötör; [translated by Christopher M. Hann])
 - Discussion: what is nationalism? How are national identities formed?
- Afternoon: Site visit
 - Visit Budapest Museum of Applied Art
 - **Scavenger hunt**: find a(nother) building with Moorish elements; take a photo!
- **By end of day Wednesday: Journal entry on traces of empire in Budapest due**
- (you can use elements from your scavenger hunts, as well as from readings, film, lectures, and worksheets in writing your entry)

Wednesday, May 15: Budapest | Civil Society in the Habsburg Monarchy

- Morning: Seminar session
 - Reading: Cohen, Gary B. “Nationalist Politics and the Dynamics of State and Civil Society in the Habsburg Monarchy, 1867-1914.” *Central European History*, vol. 40, no. 2, 2007, pp. 241–78. *JSTOR*, <http://www.jstor.org/stable/20457228>.
- Afternoon: Site visits
 - [Budapest History Museum](#)
 - Palatine Crypt

- **Scavenger hunt:** now that you've explored 19th c. Buda citizens, see what traces you can find on your way home; take photos as relevant!
- Evening : Polish alphabet game to prepare for trip [in university classroom]

Thursday, May 16 | Warsaw | Travel Day

- Afternoon: Site visit
 - Walking tour of Old Town and churches
- Evening: Seminar meeting
 - Reflection on travel
 - Discussion of Polish signs, names, words
 - Choose a theme for your small group to explore while in Poland

Friday, May 17 | Warsaw | Jewish Warsaw

- Morning: Seminar session
 - Reading: Corrsin, Stephen D. "Language Use in Cultural and Political Change in Pre-1914 Warsaw: Poles, Jews, and Russification." *The Slavonic and East European Review*, vol. 68, no. 1, 1990, pp. 69–90. *JSTOR*, <http://www.jstor.org/stable/4210168>. Accessed 31 May 2023.
 - Reading: Zubrzycki, Geneviève. "The Politics of Jewish Absence in Contemporary Poland." *Journal of Contemporary History*, vol. 52, no. 2, 2017, pp. 250–77. *JSTOR*, <http://www.jstor.org/stable/44504015>. Accessed 31 May 2023.
 - Discussion of Jewish Warsaw; **worksheet** with definitions and dates
- Afternoon: Site visit
 - Walking tour of Jewish Warsaw
 - Visit to Polin

Saturday, May 18 | Warsaw | Explore the City

- Morning: Film Screening: *Warsaw, a City Divided* (70 minutes) directed by Eric Bednarski
In 1941, in German-occupied Warsaw, soon after the creation of the Warsaw Jewish Ghetto by the Nazis, a Polish amateur 8mm camera enthusiast shot a remarkable 10-minute film from both sides of the Ghetto walls.
- Afternoon free

Long Night of the Museums

Visit at least three different museums to gather information for your Warsaw reflection entry!
Gather sound bites or photos to illustrate it.

Sunday, May 19 | Warsaw | Chopin

- Free Morning
- Chopin Concert at Łazienki Park or Royal Baths Park (in Polish: Park Łazienkowski, Łazienki Królewskie) → meet up with U of Warsaw students for chats and conversation; **worksheet** to fill out with a Polish student together re: student life
- Afternoon Palace and Gardens Visit:
 - Choose a building/museum at Łazienki Park to explore with a small group:

- **The Palace on the Isle**, one of the most valuable Polish historical buildings, housing the Royal Picture Gallery;
 - **The Old Orangery**, housing the Royal Sculpture Gallery with plaster copies of the most famous sculptures of the ancient world, and the Royal Theatre - one of the few original European 18th century court theatres;
 - **The White Pavilion**, a unique monument of 18th-century residential architecture in Poland;
 - **The Myslewicki Palace**, in which original polychromes by Jan Bogumił Piersch were preserved, including views of Rome and Venice, and the picturesquely located **Amphitheatre**
- Group dinner at/near hotel
 - Film Screening (*Schindler's List* [Steven Spielberg, 1993] 3 hrs 15 minutes)

Monday, May 20 | Warsaw | Russian and Soviet Traces

- Morning: Seminar Session
 - Reading: "It's World War III All Over Again" by Adam Seipp (August, 2020) (<https://warroom.armywarcollege.edu/special-series/dusty-shelves/hackett-third-world-war/>) or Seipp, Adam R. "Visionary Battle Scenes': Reading Sir John Hackett's The Third World War, 1977-85," *Journal of Military History* (Oct 2019, 83.4), pp. 1235-1257. 23p.
 - Discussion: What do you know about the Russian and Soviet Empires? How has Poland dealt with the 18th c. imperial partitions? The legacy of the Warsaw Pact?
 - **Worksheet** on expectations and surprises
- Afternoon: Site visit
 - Entrance to the Warsaw Citadel
 - Discussion/walk with Prof. Jarosław Szczepański of U of Warsaw

Return to Budapest

Tuesday, May 21: Budapest | Ethnicities

- Morning: Seminar Session
 - Reading: Sluga, Glenda. "Bodies, Souls and Sovereignty: The Austro-Hungarian Empire and the Legitimacy of Nations." *Ethnicities*, vol. 1, no. 2, 2001, pp. 207–32. *JSTOR*, <http://www.jstor.org/stable/23890607>.
 - Discussion: What is the relationship between imperial systems and nation-states? How do these various systems affect their citizens? **worksheet**
- **By end of day Wednesday: Journal entry on traces of empire in Warsaw due**

Wednesday, May 22: Budapest | Jewish Life

- Morning: Site visit

- Jewish Museum, guided tour
- Afternoon: Site visit
 - Jewish Budapest, guided walking tour with Prof. Jessie Labov (Corvinus University)
- Evening: Film Screening (*Sunshine* [[István Szabó](#), 1999] 180 minutes)
 - Reflection

Thursday, May 23: Budapest | Multicultural City

- Morning: Seminar session
 - Reading: “Budapest: Regaining Multiculturalism?” Krisztina Keresztély and János Zoltán, Gábor Gyáani and Miklós Bodóczy, *Parlor and Kitchen: Housing and Domestic Culture in Budapest, 1870-1940*, Chapter 1, pp. 5-11
- Site visit
 - Museum of Ethnography
 - **worksheet**: what cultures have you seen at the museum? In the city?

Friday, May 24: Budapest to Pécs

- Morning: train to Pécs (note that Pécs is very close to Croatia!)
- Reading: Stubbs, Paul, and Bainton, Noémi Lendvai. “Authoritarian Neoliberalism, Radical Conservatism and Social Policy within the European Union: Croatia, Hungary and Poland.” *Development & Change*, vol. 51, no. 2, Mar. 2020, pp. 540–60
- Afternoon: Guided city tour; explore architectural landmarks including mausoleum from early Christian era, 16th c. Ottoman mosque (Pasha Gazi Kasim, now a Catholic Church), Pécs Cathedral, central Szent István Square
- Discussion with local faculty
- Group dinner at hotel, reflection

Saturday, May 25: Pécs to Budapest

- Morning: Explore Pécs City Studio (film studio)
- Meet with students at University of Pécs (founded 1367)
- Evening train home
- Reading:
 - Bozóki, András, and Dániel Hegedűs. “An Externally Constrained Hybrid Regime: Hungary in the European Union.” *Democratization*, vol. 25, no. 7, Oct. 2018, pp. 1173–89

- Petkova, Mirela, and Frans-Paul van der Putten. *Building the 'Belt and Road' in Europe?: Chinese Construction Companies and Transport Infrastructure in the European Union*. Clingendael Institute, 2020 (excerpts)

Sunday, May 26: Budapest | Day of Rest

- Afternoon: explore your favorite haunts!
- Evening: Film Screening (*White God* [Kornél Mundruczó, 2014, 121 minutes) *Trigger warning – this film includes images of dog fighting*

Monday, May 27: Budapest | Parliament

- Morning: Guided Visit to Hungarian Parliament
- Afternoon: 3-hour bike ride through Budapest
- Group dinner at hotel
- By end of day: **Journal entry on contemporary Budapest due**

Tuesday, May 28: Budapest | EU Cooperation Today

- Morning: Seminar session
 - Reading: Végh, Zsuzsanna. “Hungary: The EU’s Troublemaker.” *KEEPING EUROPEANS TOGETHER: ASSESSING THE STATE OF EU COHESION*, edited by Josef Janning, European Council on Foreign Relations, 2016, pp. 72–75. *JSTOR*, <http://www.jstor.org/stable/resrep21671.17>.
- Afternoon: Site visit
 - Visit to U.S. Embassy
- Evening meal together; **Departure Reflection Assignment (writing, followed by discussion as a group)**—“what is citizenship? What does it mean to be a global citizen? What are essential skills for intercultural competence?”

Wednesday, May 29: Flight from Budapest to Columbus (CMH)

Final Reflection Paper Due June 1

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Slavic 2797.02

Global May Hungary

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. 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. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Answer: This course explores Hungary and its neighbor Poland, two of the more problematic members of the European Union, and calls attention to the deeper history of each country and its citizens. As the furthest outpost of the Roman Empire and a space ruled over by both the Ottoman and Austro-Hungarian Empires, Budapest retains physical and cultural evidence of centuries’ worth of imperial influences. Both Hungary and Poland have been divided and partitioned, gaining and losing space and populations, and this experience shapes their historic and current political and social identities. By living in and visiting three post-imperial EU cities, engaging with readings and expert lecturers, and visiting various sites including political, cultural, and historical museums and monuments, students will compare their own understanding of citizenship with that of these populations across history. They will observe legacies of empire, including oppression, and consider how relationships with religious and political entities and neighboring nation-states shed light on cultural and linguistic identities and shed light on political tensions. Personal lived experience in these spaces will help students understand the relationship between cultural identity, citizenship, diversity and justice.

Connect this course to the Goals and ELOs shared by all Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. 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. 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.

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.

ELOs	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>As this course is a faculty-led intensive study abroad, it enables students to engage directly with the cultures under investigation through site visits to museums, parks and monuments and through investigation of cultural and political institutions. Local experts will frame the critical issues, and the faculty lead will facilitate engagement with those frameworks.</p> <p>The curriculum includes readings and films as well as seminar meetings and opportunities for oral and written reflection. We will take the opportunity to critically analyze the facts and frameworks we encounter, for example by examining how institutions present national identity and history, how we can understand nationalisms and diverse experiences, how competing narratives complicate justice and equity in practice. The theme of citizenship must be illuminated from varying points of view to enable students to logically come to their own conclusions about diversity and difference.</p>

	<p>The written assignments in the course address each historical and geographical period and place and allow students to offer their personal reflections and critiques. By drawing on films, readings, site visits, and personal observations of lived experience, students will create journal-like narratives (3 500-word entries) that will culminate in a longer reflection paper upon return to the U.S.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>The academic schedule for this study abroad includes scholarly readings from journals. Students will engage with these materials and use the vocabulary and frameworks they learn to approach film and other texts, including the “text” of the cities they will explore. The faculty lead will offer brief lectures as well as summaries to help students think through the historical contexts, including scholarly debates and disciplinary paradigms.</p> <p>All instructions for how to engage with the readings will be provided before the trip. Students will learn to identify disciplinary approaches and isolate scholarly arguments in order to analyze the material and connect it to our theme of citizenship and diversity.</p> <p>Working in small groups of three to five at least twice a week, students will practice in-depth engagement with scholarship and the theme of the course.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>This study abroad requires a high level of describing and synthesizing new knowledge, acquired through first-hand encounters with a new culture. It is in the nature of such a course that materials cannot always be presented in a strictly historical succession, as we are tied to our travel schedule and the layers of history will often be encountered simultaneously. Students thus need to constantly work on intellectually contextualizing, connecting, and abstracting from new knowledge.</p> <p>The written journal entries will highlight descriptions of phenomena and examples that students have observed, and with their final reflection, written after the trip, students will synthesize their understanding and learning</p>

	<p>specifically in terms of our GE learning goals for the course. These pieces of writing will enable students to compare Hungary and Poland across a long historic timeline and contextualize their own experience of US society.</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 study abroad opportunity will stretch students as they must engage with the place and each other 24/7. By building in opportunities for self-reflection and self-assessment, and by encouraging various forms of creative engagement, in particular personal photography and attendance at concerts and film screenings, the course will build on students’ prior experiences and enrich their understanding of their own place as citizens in a global world.</p> <p>Students will actively reflect on their learning throughout the four-week trip. New contexts—both through travel to other sites and through experiences and encounters on a daily basis—will enable students to consider and revise personal habits and understandings, ways of being in the world, beliefs and values.</p> <p>Discussions will be challenging both intellectually and personally, especially the seminar sessions where we process visits to sites related to repression, violence and even genocide. The faculty leader will facilitate conversations and make opportunities for emotional processing, all of which will enhance learning and self-understanding.</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. 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.

GOAL 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.

GOAL 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.

ELOs	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Eastern Europe provides opportunities to understand the meaning of citizenship due in part to imperial regimes and shifting borders. Hungarians on the edge of the Roman Empire conceived of themselves quite differently from those under the Ottoman regime and again differently than Austro-Hungarians. The partitions of Poland caused Warsaw to become part of the Russian Empire in the 18th century and to remain in the Soviet sphere of influence through 1991. Since then, accession to the EU has enabled citizens of Hungary and Poland to consider themselves truly European, with few borders to hem them in. Our site visits and readings will facilitate comparison between these historical periods. A central question that we explore in this course is therefore: How does the experience of being a subject of changing and, in several cases, oppressive states shape the lived experience of citizens, their identity, culture, and society.</p> <p>Many of our site visits raise these questions. Life in an international metropolis like Budapest shows traces of Roman, Ottoman and Austro-Hungarian empires, and the Soviet bullet holes from 1956 are still visible on buildings near the Parliament. Similarly in Warsaw imperial parks and palaces remain the shadow of the Palace of Culture, erected in the Soviet style to loom over the city, and the Old Town was reconstructed from 17th century paintings after being leveled by the Nazi army. Concepts of citizenship are visible in these urban spaces and are directly highlighted in national museums like Aquincum Archeological Park, the Budapest Museum of Applied Art, and the Polin Museum of the History of Polish Jews. New museums like the Museum of the Polish Army show how current EU states and their</p>

	<p>citizens explore national identity and historic concepts of citizenship in these countries.</p> <p>Similarly, many readings reflect these questions on a more scholarly level, analyzing the impact of imperial rule. Readings like “Hungary: The EU’s Troublemaker” (2016) and “An externally Constrained Hybrid Regime: Hungary in the European Union” (2018) confront today’s political and social identity, while films like <i>Warsaw: A City Divided</i> (2019) and <i>Tall Tales</i> (2019) offer scholarly and popular understandings of how people inhabited Poland and Hungary in historical times.</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global Citizen.</p>	<p>In this course, students have a first-hand encounter with the cultures and societies of two different foreign countries, each of which is multi-ethnic and multi-confessional, which will prompt them to reflect on their own values, cultural, and communicative practices and the way they are different from other nations.</p> <p>Learning in this course means to directly engage with these cultures, for instance when we meet with academics and politicians, students and citizens. These encounters provide the opportunities to practice intercultural communication, which are a key element of global citizenship.</p> <p>This kind of engagement is required at our daily visits to museums and cultural institutions, but it is particularly pronounced at meetings with, for instance, American Studies students in Warsaw, Corvinus University faculty in Budapest, or representatives of the U.S. Embassy to Hungary in Budapest.</p>
<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>A central focus of our course is the role of diversity and inclusion in the European Union. Hungary and Poland have historically seen various ethnic and national groups living in or passing through their lands, including but not limited to Jews, Roma, and more recently Syrians and Ukrainians. Although these populations have all struggled against imperial regimes,</p>

	<p>experiencing suppression of national identity and persecution of minorities, there has also been a resurgence and an attempt to recover spaces that were violated during Soviet and Nazi German occupation and the more recent war in Syria and Russian invasion of Ukraine.</p> <p>Rethinking oppressive regimes and their effects on local and European populations plays an important role in today's historical memory, and we will screen films and visit sites across the region that will engender deep conversations and reflection.</p> <p>At the same time, part of the imperial legacy of the region is a rise in nationalism and discrimination, particularly against Syrian and other non-white migrants. This topic warrants a particularly complex discussion of diversity, equity, and inclusion, as reactions to recent Ukrainian refugees have differed significantly from reactions to the 2015 surge in minority migrants.</p>
<p>ELO 4.2 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.</p>	<p>The examples above, both about imperial oppression and the complexity of contemporary societies in the EU, already highlight how these countries represent an excellent case study for intersecting concerns about justice, difference, and citizenship.</p> <p>We will also engage with other topics, regarding structures of power and advocacy for change. The continued presence of Muslim and Jewish populations and infrastructure in the region allow us to explore cultural traditions that have morphed and changed, sometimes in more inclusive ways and sometimes to the exclusion of the Other. Student reactions are likely to help them move toward themselves becoming advocates for social inclusivity.</p>