

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)

Comments

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
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/25/2023 05:41 PM	ASCCAO Approval

SLAVIC 2797.02

SYLLABUS

Global May Hungary

Summer 1 2024 (May Term Study Abroad)
3 credit hours, lecture/field experience

COURSE OVERVIEW

Instructor

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. 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. Since Hungary and Poland are the “problematic” members of the European Union, students will gain a sense of what aspects of the region affect its current political and social culture.

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.

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
- understand how their own role as citizens of the U.S. and global citizens fits into understandings of citizenship across history, particularly in Central Europe

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

This course will satisfy the GE credit for the theme 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 as a reflection of these political and cultural situations. In Poland. 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 such as the Museum of the Polish Army 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 and a half 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 residents.

Attendance and participation requirements:

- **Preparation:** We 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, including discussions of readings and site visits as relevant. We 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 need to write a short journal entry (500 words), reflecting on major observations. Detailed instructions can be found on Carmen.
- **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 will be provided on our Carmen page.

COURSE MATERIALS AND TECHNOLOGIES

Course Reader

A printed course reader with all our texts will be provided before the trip. I will also provide PDFs of the readings on our Carmen course page.

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	20%
Final reflection paper	40%
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. You can find further instructions and a grading rubric for these posts on Carmen.

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 can find further instructions and a grading rubric for this final project on Carmen.

Grading scale

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	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 copying into the 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/>

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 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>

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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of

the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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
 - Opportunity to reflect on travel

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 (Fellegvár), Hungarian capital city and site of imperial alliance in 14th century, Ottoman site, place of historic formation of Visegrád Group in 1991

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: The Habsburgs and their Citizens
 - 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 website together in small groups in class)
- Afternoon Site visit
 - Entrance and guided tour of Royal Palace and Castle District
 - Scavenger Hunt: collect names of Habsburg royalty during the afternoon and find at least three monuments/streets/cultural objects devoted to the person you chose on your way home

Tuesday, May 14: Budapest | Hungarian National Identity

- Morning Seminar session: Hungarian Nationalism
 - 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]) Roots (The Ancient Religion, A People Converted, Folk Beliefs during Reformation, Folk Beliefs in the Age of the Enlightenment, pp. 21-75)
 - Discussion: what is nationalism? How are national identities formed? How might ancient beliefs continue to be manifested in contemporary life?
- Afternoon: Site visit
 - Visit Budapest Museum of Applied Art
 - Scavenger hunt: find a(nother) building with Moorish elements
- **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, in writing your entry)**

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

- Morning Seminar session: Civil Society
 - 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 of their lived experience you can find on your way home
- Evening Polish alphabet game to prepare for trip [in university classroom]

Thursday, May 16 | Warsaw | Travel Day

- Afternoon Site visit: Warsaw
 - Walking tour of Old Town and churches
- Evening: Seminar meeting
 - Reflection on travel
 - Discussion of Polish signs, names, words

Friday, May 17 | Warsaw | Jewish Warsaw

- Morning Seminar session: Jews in Warsaw
 - 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
- Afternoon Site visit
 - Walking tour of Jewish Warsaw
 - Visit to Polin Museum of the History of Polish Jews

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!

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
- 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 Myślewicki Palace**, in which original polychromes by Jan Bogumił Płersch 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/>)
 - Reading: 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? With the legacy of the Warsaw Pact?
- Afternoon: Site visit
 - Entrance to Museum of the Polish Army at the Warsaw Citadel
 - Discussion with Prof. Jarosław Szczepański (U of Warsaw Faculty of Political Science)
- Return to Budapest

Tuesday, May 21: Budapest | Ethnicities

- Morning Seminar Session: Sovereignty
 - 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?
- **By end of day: Journal entry on traces of empire in Warsaw due**

Wednesday, May 22: Budapest | Jewish Life

- Morning Site visit to 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: Multiculturalism
 - 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
- Afternoon Site visit Museum of Ethnography
 - Discussion: what cultures have you seen at the museum? In the city?
- By end of day: Journal entry on contemporary Budapest due

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 Site visit
 - 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

Saturday, May 25: Pécs to Budapest

- Morning Site visit to 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 (with comparison to Pécs as relevant) due**

Tuesday, May 28: Budapest | EU Cooperation Today

- Morning Seminar session: Hungary and the EU
 - 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 with reflection

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

Final Reflection Paper Due Monday June 3.

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>