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## Term Information

Effective Term Summer 2024

## 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 3797.02  
Course Title The Baltic Experience  
Transcript Abbreviation Baltic Experience  
Course Description This three-week faculty-led study abroad program explores the contemporary Baltic region 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.  
Semester Credit Hours/Units Fixed: 4

## 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 Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for German 3797.02  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Cross-listed in German

## Subject/CIP Code

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

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- Students will have a clear understanding of the Baltic region in its European context, know central elements of their histories, societies, and cultures.
- Students will better understand contemporary politics in the Baltics and the ways in which these countries pursue regional collaboration and national autonomy.

### Content Topic List

- Stockholm as a Historical Cultural and Economic Hub of the Baltic Sea Region
- Estonian Culture and Society under the Russian and Soviet Empire

### Sought Concurrence

No

## Attachments

- SLA\_GER\_379702\_course\_inventory.docx: Course Inventory  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- SLA\_GER\_379702\_credit\_allocation.docx: Credit Allocation  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- SLA\_GER\_379702\_GE\_Worksheet.docx: GE Worksheet  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- SLA\_GER\_379702\_syllabus.docx  
*(Syllabus. Owner: Peterson, Derek)*
- Curriculum Maps Russian Major - Sept 18 2023.docx: Curriculum map  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- cover\_3797.docx: Cover Letters, Response to 10/23 Review  
*(Cover Letter. Owner: Gleissner, Philip)*
- SLA\_GER\_379702\_syllabus\_2023\_11\_02.docx: Updated Syllabus, 11/2/2023  
*(Syllabus. Owner: Gleissner, Philip)*
- GER3797 letter.docx: Support Letter, Germanic Undergraduate Studies Dir  
*(Other Supporting Documentation. Owner: Gleissner, Philip)*

## Comments

- Dear colleagues, please find attached a cover letter with a detailed response, an updated syllabus, and a note from the Undergraduate Studies Chair of the Department of Germanic Languages. *(by Gleissner, Philip on 11/03/2023 11:30 AM)*
- Please see feedback email sent to department 11-02-2023 RLS *(by Steele, Rachel Lea on 11/02/2023 11:41 AM)*

**COURSE REQUEST**  
3797.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/03/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	09/18/2023 01:14 PM	Submitted for Approval
Approved	Peterson, Derek	09/18/2023 01:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/12/2023 02:58 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/02/2023 11:41 AM	ASCCAO Approval
Submitted	Gleissner, Philip	11/03/2023 11:30 AM	Submitted for Approval
Approved	Gleissner, Philip	11/03/2023 11:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2023 02:52 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/03/2023 02:52 PM	ASCCAO Approval



## THE OHIO STATE UNIVERSITY

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Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee

2 November 2023

Dear Colleagues:

Thank you for your feedback regarding our **course proposal for Slavic/German 3797.02**, reviewed at your October 23, 2023 meeting, of which we were notified on November 2. We have addressed all three contingencies in the syllabus and acknowledge the comment regarding advertising of the course.

We have added the **Statement on Religious Accommodations on page 9** of the syllabus and followed the panel's recommendation by updating the **statements on mental health and SLDS accommodations on page 10**.

The reviewing committee expressed concern about the extent of German-specific content of the course such that it would merit cross-listing, which we would like to address in greater detail. In the **reworked syllabus, you will see that we have emphasized the German relevance of numerous units**. Specifically, we made the following changes:

- We elaborated the significance of German colonization for the region in the **course description** on page 1.
- We listed the development of an understanding of this issue as an **explicit learning goal** on page 2.
- We **explicitly stated whenever there is content of direct German relevance** in our thematic units, specifically on May 7, May 9, May 10, May 13, May 14, May 22, May 24, May 26.
- We would like to note that many of the readings address the German cultural, political, linguistic, religious, etc. influence in the region—even if they do not have the word “German” in the title, e.g. readings from Plakans: *Concise History of the Baltic States*; Johnston, “Religion and Nationalist Subcultures in the Baltics;” Carpenter, “Folklore as a

Source for Creating Exile Identity among Latvian Displaced Persons in Post-World War II Germany.” The same applies for many of our introductory lectures.

Aside from these incidents of explicit focus on German culture, language, and history, **the transnational entanglements of Baltic and German, as well as Slavic, Scandinavian, Finnic, and Ashkenazi cultures in the region are a foundational theme throughout the complete course** and will be addressed daily during site visits, introductory lectures, and seminar meetings.

We would also like to take this opportunity to explain why the faculty of the Department of Germanic Languages (GLL) found this course fitting for their curriculum:

The region of the Baltic States was colonized and forcefully Christianized by a branch of the German-speaking Teutonic Knights beginning in the early 13th century. This Livonian Confederation ruled for nearly four centuries, resulting in a strong German political and cultural hegemony in the area, with much of the native population being subjugated to serfdom. Indeed, German remained the official language of Estonia and Latvia up until the 1880s. Further points of German contact came through the Hanseatic League (13th-17th centuries), a German-based merchant group with a strong hold in Tallinn and Riga, as well as the later Lutheran conversion of the area. Tallinn and Riga continued to be inhabited by German-speaking citizens (Deutsch-Balten) well into the 20th century. An important focus of the course will therefore be to discuss the impact of German hegemony in the area and Baltic resistance—political and cultural—to it.

Further aspects of the course deal with other “Germanic” content, namely Scandinavian (Stockholm, Sweden) and Ashkenazic/Yiddish (Vilnius, Lithuania). GLL does not currently have a course category "Germanic." Given the large amount of German content, it was decided to first offer the course under the "German" label, with a possible "Germanic" label in future, once this has been developed.

We are attaching the updated syllabus and a supporting letter from Professor Matthew Birkhold, chair of the Undergraduate Studies Committee for GLL, as further support for the cross-listing with GLL.

Sincerely,

Dr. Anna Grotans  
Dr. Philip Gleissner



THE OHIO STATE UNIVERSITY

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Department of German

428 Hagerty Hall  
Columbus, Ohio 43210-1117

614-292-6985  
germanic@osu.edu

2 November 2023

To Associate Professor David Staley, faculty chair of the Arts and Humanities 1 Subcommittee:

I write in my capacity as Director of Undergraduate Studies and Chair of the Undergraduate Studies Committee of the Department of Germanic Languages and Literatures to confirm that our Committee reviewed and approved the proposed course, German/Slavic 3797.02, as having sufficient content to warrant cross-listing with German.

Regards,

Matthew H. Birkhold  
Associate Professor of German  
The Ohio State University



# SYLLABUS

## SLAVIC 3797.02

## GERMAN 3797.02

### The Baltic Experience: History, Culture, and Society

Summer 1 2024 (May Term Study Abroad)  
4 credit hours/lecture

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Philip Gleissner, Assistant Professor of Slavic and East European Languages and Cultures; Dr. Anna Grotans, Associate Professor of German

Email address: [gleissner.4@osu.edu](mailto:gleissner.4@osu.edu); [grotans.1@osu.edu](mailto:grotans.1@osu.edu)

### Prerequisites

None.

### Course description

The three Baltic nations Estonia, Latvia, and Lithuania form a culturally vibrant, diverse, and interconnected region within contemporary Europe. After centuries of foreign oppression and colonialism, by German and Russian rulers who left significant traces in the countries' cultures, they re-emerged fully in the 1990s as independent states. The region was colonized by the German Teutonic Order in the early 13<sup>th</sup> century, and German rule under the so-called Livonian Confederation lasted for more than three centuries. German remained the official language of the region until the 19<sup>th</sup> century, when the Russian Empire intensified its campaigns of cultural Russification. This course focuses on

these complex entanglements and their impact as the backdrop to the nations' pursuit of cultural and political autonomy.

This three-week faculty-led study abroad program explores the contemporary Baltic region 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 legacies of oppression that ruled the territories in the past, about the goals and strategies of independence movements that worked to protect cultural and linguistic identities, and about initiatives that today strengthen the pursuit of diversity and justice by pluralistic societies in this region through collaboration across borders.

## Course learning outcomes

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

- have a clear understanding of the Baltic region in its European context, know central elements of the histories, societies, and cultures of Estonia, Latvia and Lithuania.
- understand the impact of German culture and language as a key element in the history of the Baltic region since the Middle Ages.
- explain how the Baltic nations' location at the crossroads of important trade routes and in between powerful empires has impacted their societies and political systems.
- understand contemporary politics in the Baltics and the ways in which these countries pursue regional collaboration and national autonomy.
- compare how their own experience in the American culture has shaped their values and global perspectives, and how these differ from small nations of Eastern Europe.
- discuss their observations about societies in the Baltic states and the United States in terms of citizenship, national belonging, and colonialist oppression.

## 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.

*ELOs:*

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.

*How this course meets the GE learning outcomes:*

Located at the crossroads of historical trade routes and in between the geopolitical spheres of interest of several empires (Swedish, Russian/Soviet, German), the Baltic states, Estonia, Latvia, and Lithuania, look back at a long and complex history of colonization, imperial subjection, and an inspiring struggle for self-governance and political and cultural autonomy. This experience has significantly shaped their societies, cultures, and their populations' experience of citizenship as a legal, political, and cultural category. This course provides students with a close personal and scholarly encounter with this history, as well as life in the Baltic countries today. It highlights questions of national belonging, the resistance to imperialistic oppression, and the pursuit of just and diverse societies in a global context, as a key element of the lived experience in the region.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is a 23-day study abroad during the month of May. We will be staying in four different countries: Sweden, Estonia, Latvia, and Lithuania. At each of our stations, we will have 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, cultural institutions, and organizations that relate to our daily themes.

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct

instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

### Attendance and participation requirements:

- **Pre-Departure Orientation: TWO MEETINGS IN MARCH/APRIL 2024**

At these orientation meetings, we cover important regulations, rules, responsibilities, and logistics. They also feature a content component: discussion of expectations, course goals, and paths toward academic success in this study abroad.

- **Preparation: EVERY DAY (EXCEPT TRAVEL DAYS)**

We have assigned short 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. We will also provide PDFs of the readings on our Carmen course page. You will have free time every day to read, prepare for our meetings, and work on your assignments.

- **Seminar: MOST DAYS (TRAVEL AND SITE VISIT SCHEDULE PERMITTING)**

Our seminar meetings feature short lectures by the faculty as well as group discussions. We expect you to actively participate in the discussions, contribute your own ideas and questions, and comment on observations.

- **Article Presentation: ONCE**

Each student needs to sign up to present one of our readings at a seminar meeting. Your task will be to summarize the argument, relate it to our site visits, provide a critique, and guide the discussion. This is an opportunity to engage more closely with a scholarly work relating to our topic.

- **Site Presentation Video: ONCE**

In teams of two, you will need to prepare and record short presentations of one of the sites we visited. Think of it as a presentation for a virtual guide to the Baltics that can be referenced by people interested in traveling to the region.

- **Course Portfolio: STAGGERED SUBMISSION THROUGHOUT THE TRIP, SUBMISSION OF COMPLETE PORTFOLIO UPON RETURN FROM THE COUNTRY**

Throughout the trip, you need to write short reflection pieces on specific questions, relating to each of our countries. Think of it as a structured way to write a travel diary. The portfolio is bookended by a short reflection before departure and a reflection essay about your learning upon return. For detailed instructions, see below.

## COURSE MATERIALS AND TECHNOLOGIES

### Course Reader

A printed course reader with all our texts will be provided before the trip. All texts will also be available as PDFs on Carmen.

# 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

## Technology skills needed for this course

- Basic computer and web-browsing skills, especially downloading and installing software packages (i.e. you need to have administrator rights to your computer).
- Navigating Carmen ([go.osu.edu/canvasstudent](https://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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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](https://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	30%
Article Presentation	15%
Site Presentation	15%
Course Portfolio	40%
Total	<b>100</b>

*See Carmen calendar for due dates.*

### Descriptions of major course assignments

#### Attendance and Participation—30%

You are expected to attend all of our site visits and seminar meetings and actively participate by asking questions and, in the case of the seminars, analyzing our assigned readings as well as observations made during our site visits. A rubric for participation grades is provided on Carmen and you will be given feedback on your performance half-way through the trip.

#### Article Presentations—15%

For many of our seminar meetings, we have assigned short readings (note that, for longer readings, we have highlighted sections to focus on in the course reader and on Carmen). Everyone needs to prepare to discuss these readings before our meetings and you will have time in the evenings or during the day to work on this. You may also choose to get a head start by reading before our departure.

However, each student is assigned one reading to present and guide our group discussion on. Detailed instructions on how to approach this can be found on Carmen and we strongly recommend that you

prepare this presentation prior to our departure and have your notes ready, so you can simply refresh your memory on the day of our discussion.

## Site Presentation Video—15%

Toward the end of our trip, we will spend one afternoon on a workshop for your site presentations. In groups of two (or three), you need to prepare and record a short presentation of one specific site we visited in the Baltics. You need to introduce it for a broad audience and explain what it can teach you about the Baltic experience. Photos you took during our visits, additional material from the internet, our readings, and your observations will provide ample material for these presentations, which we will post on our course blog—as a record of our trip that you can share with your families and friends. Detailed instructions and a grading rubric are provided on Carmen.

## Course Portfolio

The course portfolio consists of a set of nine short essays (300-500 words), a pre-departure reflection, and a reflection essay upon return. Think of it as a structured way to document your learning experience throughout the trip. The pre-departure reflection allows you to become aware of your expectations and your thoughts about citizenship and social diversity, as you have experienced them in your life so far. The nine in-country essays are responses to specific prompts on themes like “contemporary national identity in Estonia,” “social diversity in contemporary Latvia,” or “the historic experience of imperial oppression in Lithuania.” There are intermittent due dates for the individual elements, which you need to submit as we go, for completion credit. The final portfolio, including the post-trip reflection essay, is due after our return to the United States. A detailed schedule, guidelines, rubrics, and prompts are provided on Carmen.

## Grading scale

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

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need for your weekly blogposts 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.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

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

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

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

## Student Services and Advising

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

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

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

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

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Statement on 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.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. 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.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte,

Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

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

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).



## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

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

## COURSE AND TRAVEL SCHEDULE

April 1: Sign up for Article Presentation by end of day.

May 1: Pre-Departure Reflection due by end of day.

### Monday, May 6: Depart Airport of Your Choice

### Tuesday, May 7: Stockholm | Orientation Day

- Morning and early afternoon: Arrival
- Late Afternoon: Site visit (120 minutes/60 minutes of instruction<sup>1</sup>) | Topic: Stockholm as a Historical Cultural and Economic Hub of the Baltic Sea Region
  - Walking tour of Old Town and churches, especially the German Church (Tyska Kyrkan) as a site of German cultural influence in the Baltic region
- Evening: Seminar meeting (60 minutes)
  - Discussion of GE Learning Goals: Citizenship for a Just and Diverse World in the Baltics

### Wednesday, May 8: Stockholm | Orientation

- Morning: Free time
- Early afternoon: Seminar session (90 minutes) | Topic: Historical Overview
  - Reading: Andrejs Plakans. "The Peoples of the Eastern Baltic Littoral." In *Concise History of the Baltic States*, Illustrated edition. Cambridge, UK/New York: Cambridge University Press, 2011, 1–32 (henceforth *Concise History*).
- Afternoon: Transfer to ferry terminal, ferry departure to Tallin at 17:30

### Thursday, May 9: Tallinn | Orientation

- Morning (on ferry): Seminar session (60 minutes)
  - discussion of stay in Tallinn, short introduction to Hanseatic League, a medieval merchant confederation led by North German cities
- Arrival at 11:00

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<sup>1</sup> Please note that, in the following, the length of instruction is listed for each syllabus activity, in order to provide documentation that our syllabus fulfills the required number of contact hours for a four-credit course. Where applicable, the second number refers to the countable duration of the activity, according to the OIA/OSU key for in-country non-classroom activities.

- Afternoon: Site Visit (120 minutes/60 minutes of instruction) | Topic: Tallinn as a Historical Cultural and Economic Hub of the Baltic Sea Region
  - Walking tour of Old Town Tallinn

### **Friday, May 10: Tallinn | The Middle Ages, Rule of the Hanse and Teutonic Order**

- Morning: Seminar session (90 minutes)
  - Reading: Plakans, Andrejs. “The New Order 1200-1500.” In *Concise History*, pp. 33–62.
- Afternoon: Site visits (180 minutes/90 minutes)
  - Guided tour of the Great Guild Hall and St. Catherine’s Monastery, founded under the (German) Teutonic Order
  - Toompea Castle, a stronghold of the (German) Teutonic Order from the 13<sup>th</sup> to 16<sup>th</sup> century

### **Saturday, May 11: Tallinn | Estonian Culture and Society under the Russian and Soviet Empire**

- Morning: Seminar session (90 minutes)
  - Reading: Hank Johnston, “Religion and Nationalist Subcultures in the Baltics,” *Journal of Baltic Studies* 23:2 (1992), pp 133–148.
- Afternoon: Site visits (150 minutes/75 minutes)
  - Kadriorg Art Museum (guided tour)
  - Alexander Nevsky Russian Orthodox Cathedral
- Evening Seminar: Film screening and discussion (120 minutes)
  - *Goodbye Soviet Union* (director: Lauri Randla, 2020)

### **Sunday, May 12: Tallinn | Contemporary Culture, Art, and Business**

- Morning: Seminar session (90 minutes)
  - Reading: Jaak Kangilaski. 2020. “Postcolonial Theory as a Means to Understand Estonian Art History.” In *Coloniality, Nationality, Modernity. A Postcolonial View on Baltic Cultures under Soviet Rule*, edited by Epp Annus. New York: Routledge, pp. 31-49.
- Early Afternoon: Site visit (120 minutes/60 minutes)
  - Conversation about environmentalism at a “green business” in Tallinn, tbd
- Late Afternoon: Site visit (120 minutes/60 minutes)
  - Guided tour of the Estonian Museum of Contemporary Art and conversation with curator

### **Monday, May 13: Riga | The Livonian and Hanseatic Period**

- Morning: Bus travel, stop at border town Aināži on Baltic Sea for lunch
- Late Afternoon: Site visit (180 minutes/90 minutes, guided tours)
  - Walking tour of Old Town
  - Melngalvju Nams, an important outpost of the German Brotherhood of Blackheads
  - Riga fortification
  - Dome Church, built by the (German) Teutonic Order

### **Tuesday, May 14: Riga | Latvian National Identity and Its Connections to Germany, from Romanticism to the post-WWII Era**

- Morning: Seminar session (120 minutes)

- Readings: excerpts from *Lāčplēsis* (Latvian national epic); Inta Gale Carpenter, “Folklore as a Source for Creating Exile Identity among Latvian Displaced Persons in Post-World War II Germany,” *Journal of Baltic Studies* 48, no. 2 (April 3, 2017): 205–33.
- Afternoon: Site visit (180/90, guided tour)
  - Open Air Museum
- Evening: Cultural Activity: Opera or ballet
- First set of short reflection essays, on Estonia, due by end of day.

### **Wednesday, May 15: Riga | Russian Imperialism and the First Latvian State**

- Morning: Seminar session (120 minutes)
  - Suzanne Pouchier-Plasseraud, “The Emergence of Demands for Autonomy in the Russian Empire,” in *Arts and a Nation: The Role of Visual Arts and Artists in the Making of the Latvian Identity, 1905-1940* (Leiden: Brill, 2015), 57–82.
- Afternoon: Site visits (180 minutes/90 minutes, guided tours)
  - Art Nouveau architecture
  - National Cemetery
  - Jewish Riga; Central Market
- Evening: Banga Folklore and Klezmer Concert, followed by discussion on Latvian national identity and Jewish culture in Latvia (120 minutes)

### **Thursday, May 16 | Day Trip to Ligatne, Gauja National Park, and Sigulda | Soviet History and Latvian National Identity**

- Morning: Guided tour of Soviet Bunker Complex in Ligatne (120 minutes/60 minutes)
- Afternoon: Folklore workshop on music and crafts in Sigulda (180 minutes)
- Evening: Seminar session (90 minutes)
  - Reading: Kevin Platt, “Empire and the Gift of Culture,” in *Border Conditions. Russian-Speaking Latvians between World Orders* (Ithaca, NY: Cornell University Press, 2024).
  - debrief and check-in about reflection assignments

### **Friday, May 17: Riga | Soviet Occupation**

- Morning: Seminar session (30 minutes)
  - Brief intro lecture
- Morning: Site visit 1 (120 minutes/60 minutes)
  - Occupation Museum, guided tour
- Afternoon: Site visit 2 (120 minutes/60 minutes)
  - KGB Museum, guided tour
- Evening: Seminar session (120 minutes)
  - Reflection
  - Reading: Feruza Aripova. “Queering the Soviet Pribaltika: Criminal Cases of Consensual Sodomy.” In *Decolonizing Queer Experience: LGBT+ Narratives from Eastern Europe and Eurasia*, ed. by Emily Channell-Justice. Lanham, MD: Lexington Books, 2020, 95–114.

### **Saturday, May 18: Day on the Baltic Sea at Jūrmala (near Riga)**

- Morning: Site visit (150 minutes/75 minutes of instruction)

- Visit to Saema (Latvian Parliament) and meeting with former Latvian President, Egīls Levits
- Afternoon: Trip to the Latvian Seaside Resort Jurmala
  - Walking tour (60 minutes/30 minutes)
  - Cultural experience: Latvian Sauna

### **Sunday, May 19: Vilnius | Travel and Orientation**

- Afternoon: Site visit (90 minutes/45 minutes)
  - Walking tour of Old Town

### **Monday, May 20: Vilnius | Polish-Lithuanian History**

- Morning: Seminar Session (120 minutes)
  - Reading: Timothy Snyder, “Lithuania! My Fatherland! (1863–1914),” in *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999* (New Haven, CT: Yale University Press, 2003), 31–51.
- Afternoon: Site visit (120/60 minutes of instruction)
  - National Museum of Lithuania, no guided tour: fill out worksheet
- Evening Seminar: Film screening and discussion (120 minutes)
  - “Baltic Freedom Way” (director: Askolds Saulītis, 2014)
- Second set of short reflection essays, on Latvia, due by end of day.

### **Tuesday, May 21: Day Trip to Kaunas | Lithuanian National Revival**

- Site visits (360/180)
  - Walking tour of Old Kaunas
  - Maironis Lithuanian Literature Museum
    - Reading: Selected poetry by Jonas Mačiulis-Maironis
  - Čiurlionis National Art Museum

### **Wednesday, May 22: Vilnius | Jewish Life in Lithuania and Nazi-German Occupation**

- Morning: Site visit 1 (90 minutes/45 minutes of instruction)
  - Tolerance Center, guided tour
- Afternoon: Site visit (120 minutes/45 minutes)
  - Jewish Vilnius, guided walking tour
- Evening: Seminar discussion (120 minutes)
  - Reflection
  - Reading: Mordechai Zalkin, “Lithuanian Jewry and the Lithuanian National Movement,” in *A Pragmatic Alliance*, ed. Vladas Sirutavičius and Darius Staliūnas, NED-New edition, 1, *Jewish-Lithuanian Political Cooperation at the Beginning of the 20th Century* (Central European University Press, 2011), 21–44.

### **Thursday, May 23: Vilnius | Soviet Lithuania**

- Morning: Site visit 1 (120 minutes/60 minutes of instruction)
  - Museum of Occupation and Freedom Fights
- Afternoon: Site Visit 2 (120 minutes/60 minutes of instruction)
  - Museum of Genocide Victims

- Evening: Seminar discussion (120 minutes)
  - Reading: Neringa Klumbytė, “Banality of Soviet Power,” in *Authoritarian Laughter: Political Humor and Soviet Dystopia in Lithuania* (Ithaca, NY: Cornell University Press, 2022).

**Friday, May 24: Travel to Lithuanian Seaside, Curonian Spit | Encounter with the Russian Border and German Culture in the Baltic**

- Afternoon: Curonian Spit National Park
  - Visit to the National Park, Border Between Lithuania/European Union and the Russian Federation (60 minutes/30 minutes)
  - Visit to the (German author) Thomas Mann Museum (90 minutes/45 minutes)

**Saturday, May 25: Liepāja | Latvia’s Port City**

- Morning: Site Visit
  - Tsarist Naval Academy (60 minutes/30 minutes)
- Early Afternoon: Site visits (120 minutes/60 minutes)
  - Liepāja Museum
  - Historical walking tour of Jewish emigration sites and imperial Russian presence
- Late Afternoon: Workshop on Site Presentations (180 minutes)

**Sunday, May 26: Travel Day to Ferry Terminal in Ventspils**

- Morning: site visit (120 minutes)
  - WWI fortifications and Tsarist Naval Academy
  - Šķēde Dunes Holocaust Memorial
- Departure from Ventspils at 19:30

**Monday, May 27: Stockholm | Free Time**

- Morning: arrive Nynäshamn at 7:00 AM, commuter rail to Stockholm
- Afternoon: Site Visit (120 minutes/60 minutes)
  - Council of Baltic Sea States

**Tuesday, May 28: Stockholm | Baltic Cooperation Today**

- Morning: Site visit, Academic (120 minutes)
  - Visit to Baltic Studies Center at Södertörn University, Lecture
- Evening meal together, followed by final reflection seminar (60)

**Wednesday, May 29: Flight from Stockholm (ARL) to Columbus (CMH)**

- Third set of short reflection essays, on Lithuania, due by end of day.

June 3: Complete portfolio, including final reflection essay, due by end of day.

**SLAVIC/GERMAN 3797.02: The Baltic Experience: History, Culture, and Society**

Credit allocation for 4-credit hours.

	<b>Week 1 (May 7-12)</b>	<b>Week 2 (May 13-19)</b>	<b>Week 3 (May 20-26)</b>	<b>Week 4 (May 27-29)</b>	<b>Total</b>
<b>Formalized instruction (seminars, academic lectures, and film discussions)</b>	10 hrs	8 hrs	11 hrs	3 hrs	32 hrs (2.5 crh)
<b>Structured and guided educational experiences</b>	13.5 hrs <sup>1</sup> 6.75 hrs <sup>2</sup>	25 hrs 12.5 hrs	22.5 hrs 11.25 hrs	2 hrs 1 hr	63 hrs 31.75 hrs (>1.5 crh)

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<sup>1</sup> Actual time

<sup>2</sup> Countable contact hours, according to OIA key

# Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Education Abroad & Away

Course subject & number:

The Baltic Experience: History, Culture, and Society

SLAVIC 3797.02, GERMAN 3797.02

**Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Over the course of a 23-day long trip around Sweden, Estonia, Latvia, and Lithuania, this faculty-led study abroad provides students with a unique opportunity to experience and academically engage with the cultures and societies of the region. The course is built around the central question of citizenship or, in other words, of legal, cultural, ethnic, and cultural identity as foundational elements of the ways in which the population of this region experience their belonging to their respective societies and nation states. Before consolidating into independent and autonomous states in the 1990s, the region underwent a long experience of colonization and imperial rule, which we analyze in a historical key as the foundational background to the contemporary experience in the region.

The course features both traditional classroom experiences in the shape of seminar discussions, lectures by the instructors, and conversations with cultural and political professionals. Students also have to engage with complex academic readings and, in one assignment (15% of course grade), present and critique a scholarly article or chapter during one of our seminar meetings.

The experiential part (aside from the daily informal navigation of and travel in a region unknown to the students) consists of numerous site visits to cultural institutions, architectural landmarks, and museums, all of which we analyze in the context of our assigned readings and lectures, as well as in the framework of learning goals of the Citizenship for a Just and Diverse World GE Theme. During this trip, students not only acquire factual knowledge about the experience of another society and culture, which they are continuously encouraged to compare to their own. They also practice a unique mode of analyzing the work of cultural and political institutions in terms of specific values about pluralistic societies and national identities.

The written course portfolio prompts students to continuously reflect on their experience and their learning progress—from the pre-departure reflection, through recurring written reflections on specific topics, to the final reflection essay upon return.

**Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This program is an intensive learning experience of 23 days. It meets (or rather, exceeds) the requirements in terms of contact hours for a four-credit course (see attached rationale). As our guides for the majority of the museums are local, students will encounter numerous representatives of the society they are visiting. Moreover, the program includes a number of events that encourage direct engagement with representatives of Baltic cultures, for example a folk/Klezmer concert and conversation with the artists on May 15, a workshop in folk music and crafts on May 18, a conversation with Latvian politicians on May 19, and a visit to the Baltic Studies Center in Stockholm on May 28.

Moreover, one of the faculty leaders, Dr. Grotans, is Latvian and deeply rooted in the culture and language, and serves thus as an important link between local culture and academic learning for the students.



**Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

*The kind of learning described above relates in particular to ELOs 2.1-3.2 of the GE Citizenship for a Just and Diverse World, as well as two of the specific learning outcomes for this course: Students will be able to compare how their own experience in the American culture has shaped their values and global perspectives, and how these differ from small nations of Eastern Europe; and: Students will be able to discuss their observations about societies in the Baltic states and the United States in terms of citizenship, national belonging, and colonialist oppression.*

During this trip, students will spend a large amount of time with the two faculty members leading it: Dr. Anna Grotans and Dr. Philip Gleissner. It is worth noting that both are from different academic backgrounds. Dr. Grotans is in the Department of Germanic Languages and specializes in medieval history, linguistics, and is deeply familiar with the Baltic experience also due to her personal background. Dr. Gleissner specializes in Soviet culture and queer studies. This study abroad provides students with an opportunity to engage with two scholars on an intellectual, professional, as well as personal level that for many will be unparalleled in their college experience.

A central role for reflection is played by our seminar meetings, where we discuss our observations as a group in ways that are both academic and also encourage students to reflect on their personal experience. These conversations are already launched at two pre-departure meetings, where we discuss learning goals, reflect on expectations, and students' own cultural backgrounds. In the countries, discussions will often focus on comparison between the Baltic societies and cultures and the students' own perspectives and values. Many of the topics we cover in this course demand complex intellectual and emotional and empathetic engagement. We visit several sites that are connected to totalitarian violence, oppression, and genocide, including museums about Soviet occupation, the KGB, and the holocaust. These are not merely sites related to a specific historical experience but warrant critical and empathetic discussions about the ways in which historical trauma shapes contemporary culture, in terms of guilt and responsibility, relationships between nations, and the integration of ethnic minorities in the Baltic countries today.

The portfolio assignment for this course requires students to reflect in-depth. Specifically, it features a pre-departure reflection about their values, as well as a reflection paper upon their return, where they are prompted specifically to compare their attitudes and knowledge at these two moments.

**Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students receive immediate feedback on their work and understanding of topics, during: a) the seminar meetings, when we discuss the assigned readings and our site visits; b) their article presentations, which are graded (rubric provided in advance through Carmen); c) the pre-departure reflection; d) after submission of the portfolio parts for each country; e) the post-trip reflection paper.

As participation constitutes part of the course grade, students receive feedback on their academic performance in the course half-way through the trip. This includes comments on their participation in seminar discussions, preparation of material, as well as participation in site visits. The last is particularly important with regard to their intercultural interactions, because this feedback addresses their success in intercultural communication and provides suggestions for improvement where necessary.

As we will be traveling as a group, there is a lot of time for informal interactions, which are a meaningful component of this trip and augment the formalized channels and methods of providing feedback.

**Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The seminar discussions as well as the portfolio assignment are structured and frequently occurring opportunities that combine academic learning, in the shape of readings and short introductory lectures by the faculty, and cultural self-awareness.

In the seminar meetings, we will often discuss differences between the Baltics and the United States in cultural practices and values, which allows students to become aware of their own culture. The two reflection essays—before and after our trip—prompt students to actively reflect on their increasing cultural self-awareness and the ways in which they have experienced cultural differences.

**Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This study abroad provides a unique opportunity to connect the theme of citizenship and the related concepts of diversity and justice with observations about American and Baltic societies and cultures in a comparative key. Our scholarly readings provide important factual and theoretical knowledge, but in conversations with citizens of the Baltic region, students will get a clearer notion of how this translates into a concrete lived experience. For instance, we read the article “Postcolonial Theory as a Means to Understand Estonian Art History” and then talk to a curator at the Estonian Museum of Contemporary Art, who can elaborate on Soviet rule over Estonian art as a personal experience. After reading the article “Folklore as a Source for Creating Exile Identity among Latvian Displaced Persons in Post-World War II Germany,” we meet a group of young Latvian musicians who can share how folklore matters to their own lives today. Students thus can compare a historical topic to the experience of people (in the latter case, of their own age), their notions of national belonging and cultural identity.

**Public Demonstration of competence both in academic settings and, if possible, in the study away site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students in this course need to constantly demonstrate their intercultural competence in day-to-day engagement with various speakers and representatives of cultural institutions. In class, the article presentation is an opportunity to showcase their academic communicative skills, summarizing facts and arguments and commenting on them in front of the class.

One of our assignments, the Site Presentation, is explicitly public facing. Toward the end of the trip, students need to create short video presentations about one of the sites we visited, featuring photos, summaries of information, and analysis of the site. The goal is to collectively create a set of videos that can inform students' friends and families and, published on our course blog, serve as a sort of guide to the region for others who might be planning a trip. In other words, students will be able to use their newly developed knowledge of the region and intercultural communication skills to present this less-traveled part of the world to their own communities back home.

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In this course, students encounter a linguistically and culturally diverse region. They will hear at least four different foreign languages spoken (Estonian, Latvian, Lithuanian, Russian, Swedish). They will get to know countries that have undergone a colonial experience and still feel the impact thereof (addressed, for instance, in the following seminar readings: Johnston, "Religion and Nationalist Subcultures in the Baltics" and Jaak, "Postcolonial Theory as a Means to Understand Estonian Art History.") In meetings with curators, politicians, and artists, the students will connect this theoretical knowledge to the lived experience of citizens of the Baltic region, hear their own stories, and, in the subsequent seminar discussions, reflect on this. It is here that we will develop intercultural competence and empathy most explicitly, as we continuously work together on understanding different worldview frameworks.

The Site Presentation videos are another activity, where students demonstrate their intercultural competence, as they introduce museums, monuments, and institutions to an American audience. This requires them to explain the worldview frameworks, values, and historical experiences that stand behind them.

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As a study abroad, this course closely follows OIA guidelines that are designed with student safety and wellbeing, both physical and mental, as their top priority. We have also designed group activities, from seminar meetings to social activities, in ways that allow room for students to share their own identity, needs, and interests.

We anticipate that our students will have no prior knowledge of the Baltic states, their cultures, and societies, but our goal is for all of them to become expert learners. As we introduce our learning goals,

we make explicit that there is a diverse and individual set of trajectories toward achieving them. Readings and topics for introductory lectures are chosen in a way that allows everyone to develop foundational knowledge together and to build, on this foundation, critical expertise in a select number of topics. Moreover, the article presentations assignment allows students to become the group's expert on one specific topic and contribute to guiding the whole group's learning on the topic. Similarly, the Site Presentation videos empower students, as they introduce a culture they have learned to understand to their home communities.

Before our departure, we have several orientation meetings, which cover not only the logistical information, rules, and regulations required by OIA. We expand these meetings to do two things: first, we introduce learning goals, both of the GE and of our course, and discuss pathways toward achieving these goals during our trip; second, we introduce basic details about historical and contemporary Baltic societies for context, and reflect with the students about their expectations about cultural differences and challenges. This includes a discussion of a set of key questions about the students' own culture that allows them to become aware of their own assumptions and values and that also prepares their experience in the Baltics, e.g. "Are/should national identity and citizenship be tied to a specific language?" These kinds of discussions also prepare the students to write their pre-departure reflection paper, which further allows us to get to know the students and prepare in-country discussions in ways that respond to the students' frames of reference and learning needs.

**Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As this course is a study abroad, student recruitment for the program is done in close collaboration with the ASC Study Abroad Office and OIA, who have significant experience with and strategies for increasing underserved populations of students. The instructors contribute to these recruitment efforts by presenting the program in an accessible manner at the Study Abroad Fair, at class visits, and by circulation informational material, such as posters and flyers. An important forum for student recruitment are our respective departments' GE classes (e.g. Dr. Gleissner's Slavic 3320: Queer Comrades: Sexual Citizenship and LGBTQ Lives in Eastern Europe, a GE Citizenship course), which serve a diverse student body from a variety of departments and majors.



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

Course:

SLAVIC 3797.02/GERMAN 3797.02: The Baltic Experience: History, Culture, and Society

### 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: Located at the crossroads of historical trade routes and in between the geopolitical spheres of interest of several empires (Swedish, Russian/Soviet, German), the Baltic states, Estonia, Latvia, and Lithuania, look back at a long and complex history of colonization, imperial subjection, and an inspiring struggle for self-governance and political and cultural autonomy. This experience has significantly shaped their societies, cultures, and their populations’ experience of citizenship as a legal, political, and cultural category. This course offers students a close and personal, as well as scholarly encounter with this history, as well as life in the Baltic countries today. It highlights questions of national belonging, the resistance to imperialistic oppression, and the pursuit of just and diverse societies in a global context, as a key element of the lived experience in the region.

### 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.

	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 study abroad, the mode of engagement differs somewhat from our regular in-person classes. To a significant extent, it relies on site visits to museums, and cultural and political institutions.</p> <p>The course also features numerous seminar meetings. At the beginning of the trip, our seminar discussions will clarify our framework of analyzing our observations in the countries in terms of our theme of citizenship. In general, our seminar meetings do not only serve the purpose of recapping factual knowledge acquired at the site visits. We critically analyze our observations on a theoretical and abstract level. For instance, after museum visits (some of them guided, some of them accompanied by worksheets with targeted questions), we reflect on how these institutions present national identity and history, what their political, epistemological, and ethical agendas are. This is a higher-level exercise in critical and abstract thinking</p> <p>A carefully scaffolded course portfolio assignment allows students to critically engage with the Baltic cultures, histories, and societies on their own. They are required to document their observations in short essays on specific topics, e.g. recurring prompts on the</p>

	<p>representation of Soviet occupation or contemporary visions of cultural diversity in each country.</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 a number of readings, the majority of which are recent scholarly articles and book chapters. Students are prompted to engage with these materials in seminar discussions and connect them to their observations during our many site visits. The two faculty members accompanying this trip also provide brief introductory lectures, which orient students both in the concrete historical contexts of our sites and with regard to current scholarly debates and knowledge paradigms.</p> <p>One of the assignments is to present one of these readings (individually or in teams of two, based on course enrollments). The presenters are responsible for summarizing the argument, guiding the discussion, providing a thoughtful critique of these articles, and connecting them to our theme of citizenship and diversity. Detailed instructions are provided on Carmen prior to our trip.</p> <p>This assignment allows students to practice careful and 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 the nature of a trip like this that materials cannot always be presented in a strictly historical succession, as we are tied to our travel schedule. Moreover, students encounter a diverse set of information—from (guided and unguided) museum visits and walking tours to encounters with artists, politicians, and academics. Students thus need to constantly work on intellectually contextualizing, connecting, and abstracting from new experiences.</p> <p>The course portfolio project breaks this work of identifying, describing, and synthesizing observations down into individual steps. Students need to write short essays on a variety of topics</p>



	<p>in the context of each country we visit. A final reflection, which is part of it and will be written after the trip, prompts students to synthesize their observations and experience of travel, specifically in terms of our GE learning goals for the course, and compare and contrast the Baltic experience across countries and with their 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>Study abroad programs are particularly impactful in terms of students' personal and intellectual development, as the constant exposure to a new culture, both in formal and informal settings prompts their reflection on their own identity, values, and social and cultural experiences at home. A significant focus in our seminar sessions will be discussions of how the students' observations relate to their personal beliefs, values, and prior experiences. As course assignments accompany the whole trip and need to be revised in the end, students do not only have a record of their own learning but are also required to actively revisit and reflect on it in the end.</p> <p>Toward the end of our trip, students develop short video presentations about the sites we visited, which offers a more creative mode of reflection. We will share those videos on our course blog, which constitutes a collaboratively developed public-facing record of our journey.</p> <p>Many of our discussions will be rather challenging both intellectually and personally, especially the seminar sessions where we process visits to sites related to genocide, totalitarian violence, and experiences of oppression. It is of central importance to us to make time for these conversations, which are opportunities for learning as much as they are needed in terms of emotional processing.</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.

	Course activities and assignments to meet these ELOs
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>The Baltic states provide an excellent case study of citizenship in quite literal terms. An individual living in Tallinn from 1911 to 1991 would have experienced the Russian Empire, two independent Estonian states (1918-1940 and post-1991), the Soviet Union, and German occupation. Our site visits and readings provide ample material for a comparison between these historical periods. A central question that we explore in this course is therefore: How does the experience of being subject to changing and, at times, oppressive states shape the lived experience of citizens, their identity, culture, and society? The course-specific learning goal related to this question is: “Students discuss their observations about societies in the Baltic states and the United States in terms of citizenship, national belonging, and colonialist oppression.”</p> <p>Most of our site visits are directly related to this question. Visits to museums connected to the history of Soviet occupation, for example, highlight what constitutes citizenship, rights, and responsibilities under authoritarian regimes. Museums connected to national identity, such as the Open Air Museum in Riga or the Lithuanian National Museum, on the other hand, demonstrate how national identity and citizenship are formulated in positive terms.</p>

	<p>Similarly, many readings reflect these questions on a more scholarly level, e.g.:</p> <ul style="list-style-type: none"> <li>• “Religion and Nationalist Subcultures in the Baltics”</li> <li>• “Folklore as a Source for Creating Exile Identity among Latvian Displaced Persons in Post-World War II Germany”</li> <li>• “Lithuanian Jewry and the Lithuanian National Movement”</li> </ul> <p><i>Please refer to syllabus for complete citations.</i></p> <p>By writing their short essays for the course portfolio, students document their observations about citizenship in the different countries they visit, which gives them a record in preparation for their final comparative essay.</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 several foreign countries, which will prompt them to reflect on their own values, cultural, and communicative practices, and the way in which those are different from other nations.</p> <p>Learning in this course means to directly engage with the Baltic cultures, for instance when we meet with academics, politicians, and artists. These encounters provide 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, for instance, with a curator at the Estonian museum of contemporary art, former Latvian president Egils Levits, scholars at the Baltic Studies Center at Södertörn University, or a group of Latvian musicians.</p> <p>As part of their course portfolio, students write a shorter pre-trip reflection, which we prepare for during our orientation meetings in March and April, and a longer post-trip reflection and comparison essay. These essays provide an important opportunity for students to actively identify and reflect their skills in terms of intercultural competence.</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 Baltic countries. They share a history of struggles against imperial regimes, where national identity was suppressed and minorities were persecuted, which is a frequently recurring theme at site visits related to both Soviet and Nazi German occupation.</p> <p>Resistance and social organizing against such oppressive regimes play an important role in today's historical memory, for example, of the mass protest known as the Baltic Chain, which we will also discuss in terms of films (<i>Goodbye Soviet Union</i> and <i>Baltic Freedom Way</i>), which we are screening during two of our seminar meetings.</p> <p>At the same time, part of the imperial legacy of the region is that the Baltic countries have sizeable Russian-speaking minorities, a topic that we also address through course readings, e.g. "Empire and the Gift of Culture" (in: <i>Border Conditions. Russian-Speaking Latvians between World Orders</i>). This topic warrants a particularly complex discussion of diversity, equity, and inclusion, as many of these legal citizens (and, at times, non-citizens) of the Baltic states are, on the one hand, rooted in their respective local communities, but are, on the other hand, perceived as representatives of a past imperial presence and are today subject to (sometimes, participants in) Russia's efforts at securing geopolitical hegemony in its neighboring countries.</p> <p>We also discuss the experience of other marginalized and historically oppressed/persecuted groups, such as LGBTQ people (reading: "Queering Soviet Pribaltika") and especially Baltic Jews, to whose history and culture a whole day of site visits in Vilnius is dedicated.</p>
<p>ELO 4.2 Analyze and critique the intersection of concepts of justice,</p>	<p>The examples above, both about imperial oppression and the complexity of contemporary</p>

difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

societies in the Baltic states, already highlight how these countries are an excellent case study for the intersecting concepts of justice, difference, and citizenship, and many of our seminar discussions while home in on these aspects.

We will also engage with other topics, regarding structures of power and advocacy for change. For instance, one of our readings and accompanying lecture, focuses on LGBTQ rights in the Baltic region.

Site visits related to Jewish culture in Lithuania inform our discussions of Ashkenazi communities in the region, their persecution under Nazi rule, and attempts at reviving the communities and their cultural traditions within the structures of power of contemporary states.

An important end point to our discussions about political power, change, and future directions for the regions is provided by our visit to the Baltic Council in Stockholm, an organization dedicated to pluralistic transnational collaboration between societies in this region.