



SYLLABUS

RUSSIAN 2850

Other “Russias”

Autumn 2024

3 credit hours

Wednesday/Friday 12:45-2:05 Mendenhall Lab 185

COURSE OVERVIEW

Instructor Information

Instructor: Professor Jennifer Suchland (such-land)

Pronouns: She/her/hers

Please contact me at my OSU email address: suchland.15@osu.edu. Messages sent through Carmen may have a slower response time. You can expect a reply to emails within 48 hours Monday–Friday, but no response should be expected between 5pm and 9am or over weekends. Please schedule a meeting for more involved questions or concerns.

Office hours: T 11-12:30 and Wednesday 2:15-3:30 pm and by appointment via zoom

Permanent Zoom Meeting

<https://osu.zoom.us/j/4186552900?pwd=dnI4ZDFFRVBhMVo5SmVXT2lyd2p1dz09>

- Meeting ID: 418 655 2900
- Password: 876475

Land Acknowledgement

The Ohio State University is situated on the ancestral homelands of the Shawnee, Lenape, Miami, Wyandotte, Potawatomi, Peoria, Ojibwe, Seneca, and Cherokee peoples. We acknowledge the painful history of genocide and forced removal from this territory, and we honor and respect the 45 Indigenous Nations that continue to connect with this land today, and more broadly the native peoples of Abiyala—the American continent in its entirety. To move [beyond this land acknowledgement](#), we can support Native peoples and Indigenous futures by continuing to educate ourselves about the land we occupy and take actions to support (and follow) Indigenous-led initiatives. Actions include

supporting American Indian Studies and Indigenous and Native students, faculty, and staff at OSU, supporting local Indigenous-led organizations such as the [Native American Indian Center of Central Ohio](#), and taking actions to support Indigenous-led pipeline resistance, Indigenous land return, and challenging cultural appropriation (for example). Thank you to the [K'acha Willaykuna Andean and Amazonian Indigenous Arts & Humanities](#) for parts of this text.



“Artists are supposed to be silent” Victoria Lomasko. Photograph: Victoria Lomasko

Course description

Russia is a country that spans eleven time zones and has undergone immense social change over the course of its long history. However, most observers in the West receive only partial information about this vast and diverse country. This class is an introduction to lesser known or marginalized people and identities inhabiting the Russian Federation. Students in this class will learn about Russia by learning about gender, sexual, racial, ethnic, religious, and linguistic diversity as lived experiences, as categories and experiences embedded in historical and cultural contexts, and as categories of social difference that are intersectional, shifting, and shaped by hierarches of power.

The name of the course comes from Russian artist Victoria Lomasko. Her book *Other Russias* is a collection of graphic reportage from 2008-2016. She uses the genre of graphic drawing to report on the everyday lives of regular people. Her artwork brings to life a range of experiences that are lesser known or appreciated in Russia. Inspired by her work, students in this class will learn about social differences as lived experiences shaped by hierarchies of power through a range of creative and cultural expressions (such as multi-media, poetry, art, and literature) and scholarly research (ethnography, history, and legal analysis). In so doing, we consider how different creative forms are used to self-represent social difference, to challenge dominant representations and power relations rooted in social difference, and to preserve individual or community values.

Course learning outcomes

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

- Understand the historical and cultural significance of social differences in the context of Russia.
- Understand social difference as heterogenous lived experiences and identities.
- Critically assess how categories of social difference are embedded in historical and cultural contexts.
- Understand categories of social difference as intersectional, shifting, and shaped by hierarches of power.
- Appreciate how different creative forms of expression are used to self-represent and challenge dominant representations of social difference and alter relations of power rooted in those social differences.

General education goals and expected learning outcomes

This course fulfills General Education (GEN) Foundation requirements in Historical or Cultural Studies; OR Race, Ethnicity and Gender Diversity.

GEN Historical or Cultural Studies

In this course, students read about, discuss, and analyze the cultural practices of groups marginalized by gender, sexuality, race, ethnicity, and religion among other categories. Students learn to recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, and aesthetic contexts. Readings, viewings, and activities introduce students to new and understudied ideas and analytical tools to locate those practices, assumptions, and ideas within systems of power. Students also recognize and describe counter-narratives to develop their own critical perspectives on social difference and power.

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes 1.1B Successful students are able to analyze and interpret selected forms of human thought, culture, ideas or expression. 1.2B Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. 1.3B Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. 4 1.4B Successful students are able to evaluate social and ethical implications in cultural studies.

Race, Ethnicity and Gender Diversity

This course approaches the study of diversity to challenge the systematic marginalization of people based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion. Students learn to explain how categories of social difference shape each other's meanings through an analytic framework of intersectionality. The course focuses on the experiences and identities of people who face and resist oppression based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion.

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes 1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. 1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. 1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes 2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. 2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior. 2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. part of the Race, Ethnicity, and Gender Diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

HOW THIS IN-PERSON COURSE WORKS

As participants in this class, we should all be dedicated to maintaining a warm and generous classroom through active listening, engaging respectfully in critical dialogue, and remaining curious to each other's unique perspectives even when our opinions may differ. Students are expected to be present and active for the entire class period.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Your participation is based on your in-person engagement in class activities and discussion as well as online engagement on discussion boards provided on Carmen. The following is a summary of students' expected participation:

- **Coming to class having read the materials, annotated them, and ready for discussion**
- **Participating in class activities and discussions**
- **Office hours: ENCOURAGED**

The culture of my undergraduate education encouraged students to regularly visit the professor's office hours. I learned a lot in those sessions, received mentoring, and gained confidence. I encourage all students to take advantage of my office hours! If you cannot make the scheduled time, feel free to email me to make an appointment. Let's talk 😊

COURSE MATERIALS AND TECHNOLOGIES

All course materials are available online, hyperlinked in the syllabus, or on our Carmen class site.

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

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 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.

ASSIGNMENTS AND GRADING

ASSIGNMENT CATEGORY	POINTS
<p>Participation and Engagement</p> <p>Regular attendance is a requirement for this class. Up to two absences are allowed for any reason during the semester without penalty. Missing class more than 20% of the semester (six class meetings for a course that meets twice a week) may result in an E grade for the course. I acknowledge that illness, family obligations, personal issues, and other conflicts may occur over the semester. Please contact me as soon as possible if you are struggling with the course material, workload, or attendance. I am often able to make accommodations; your success in this class is my priority.</p> <p>My expectation is that students:</p> <ul style="list-style-type: none"> - Come prepared to class and willingly participate in class activities and discussion. - Contribute regularly and thoughtfully to discussion and online boards. 	20

<ul style="list-style-type: none"> - Contribute one reading summary and class-notes to our class “notebook” 	
<p>Self-Reflection Paper</p> <p>A short reflection paper (500 words) on social difference, identity, and power in your own historical and cultural context. Due 9/9 (3pm)</p>	10
<p>Knowledge Assessment</p> <p>Online Knowledge Assessment consisting of short answers and essays (study guide provided) Due October 9 (12pm)</p>	20
<p>Two Response Papers 2 x 15pts</p> <p>Students write two different response papers across the semester (1300-1500 words). Each paper will have a unique prompt to direct your response. Students will need to distinguish between description, evaluation, and interpretation.</p> <p>RP #1 due 9/30 (3pm)</p> <p>RP #2 due 11/6 (5pm)</p>	30
<p>Zine Project</p> <p>Students create a zine capturing a major theme or set of experiences covered during the semester. A zine is a homemade paper “magazine.” You can simply use scissors and glue, or other techniques based on your interests and skills. Zine formats are flexible, but all work must include scholarly secondary sources, primary sources, and student voices that explain and interpret the materials as well as show some self-reflection. There is class time to work on the zine concepts, execution, and peer feedback.</p> <p>Due 12/4 in class</p>	20
<p>Total</p>	100

See course schedule below for due dates.

Late assignments

Please reach out to me in advance about late submissions. You may be able to submit a late assignment with or without point deductions.

Grading scale

100-93%: A
92.9-90%: A-
89.9-87%: B+
86.9-83%: B
82.9-80%: B-
79.9-77%: C+
76.9-73%: C
72.9-70%: C-
69.9-67%: D+
66.9-60%: D
59.9-0%: E

UNIVERSITY POLICIES AND STUDENT RESOURCES

Academic integrity

Academic integrity in this class first refers to how we relate to each other and the accountability we practice in class and in assignments. Integrity includes giving readings and each other a chance, and when we disagree, to do so in a way that leaves space for each other. If we do that, we can build more expansive and complex worlds. At the same time, differences are not neutral and often harm resides in their margins. We cannot avoid that; harm should be cared for and respected, even when repair seems impossible. Integrity also includes how we relate to coursework – if you are feeling the need to cut corners, clip others' work, or use technologies to complete your work, I encourage you to reach out. My main goal as an educator is to make academic work rewarding, even irresistible!

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

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

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

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

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

Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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.



That's me inside a
Moscow metro station.

Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

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 look to provide opportunities for students to learn more about people 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.

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.

Mind and Body

Sometimes it is stressful and emotionally difficult to discuss topics that may relate to personal experiences of harm and oppression. If needed, please take care of yourself in this class, leaving the classroom to take a water/bathroom break, debriefing with a friend, contacting **Counseling and Consultation Services at 614-292-5766**, and/or contacting me. Expectations are that we all will be respectful of each other as we aim to create a learning environment in which we recognize and respect each other. Failure to show respect to each other may result in dismissal from the class.

At times, we all 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 our ability to participate in daily activities. The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious, or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to 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 slids@osu.edu; 614-292-3307; or slids.osu.edu.

Accessibility of course technology

Our course will use CarmenCanvas (Ohio State's learning management system). If you need additional services to use these technologies, please reach out.

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

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates. All linked resources are open access and freely accessible to the public. All resources on the Carmen site are protected by copyright and should not be distributed outside of university purposes.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/21 – 8/23	<p>(8/21) Introduction to the Class and Each Other</p> <ul style="list-style-type: none"> • Syllabus, class “notebook” and more • Why a class on race, ethnicity and gender ... in Russia? <p>(8/23) Social Difference and Power</p> <ul style="list-style-type: none"> • Social Identity Wheel (complete and reflect before class; this is for discussion purposes and will not be turned in) • Watch “How the U.S. Suppressed Native American Identity” link
2	8/28 – 8/30	<p>(8/28) Race vs. Nationality vs. Ethnicity</p> <ul style="list-style-type: none"> • Video “Rus’ not Russia” LINK • Volodymyr Kulyk, “Multi-ethnic or diverse?” <i>Eurozine</i> (online) link

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>(8/30)</p> <ul style="list-style-type: none"> Ivan Kalmar, "White but not quite: Race and illiberalism in Central Europe," <i>Transforming Society</i> (online) link Katja Kahlina and Dušica Ristivojević, "LGBTQ Rights, Standards of 'Civilization' and the Multipolar World Order," <i>E-International Relations</i> (online) link
3	9/4 – 9/6	<p>Translating Social Differences Across Cultural Differences</p> <ul style="list-style-type: none"> Erin Katherine Krafft. 2001. "Translation or Transliteration?: 'Gender' Troubles in Russia," in Bracke, Bullock, Morris, and Schulz (eds) <i>Translating Feminism</i>. Palgrave Macmillan. Pp. 175-198. (Carmen) Nikolay Zakharov, "The Politics of Race, Racism, and Antiracism," in <i>Russian Politics Today: Stability and Fragility</i>, Susanne A. Wengle (ed), Cambridge University Press, pp. 128-148. (Carmen) Raquel Greene, "Constructions of Africa in Early Soviet Children's Literature," <i>Black Perspectives</i> (online) link <p>(9/6)</p> <ul style="list-style-type: none"> Summary and discussion Self-Reflection Paper Due Monday 9/9 3pm (via Carmen)
4	9/11 - 9/13	<p>(9/11) "Origins" of Diversity, or Russian colonialism</p> <ul style="list-style-type: none"> Sergej Sumlenny, "Russia's Hidden Colonialism: Its Origins, Forms, and the Ways to Escape It," European Resilience Initiative Center (online), link <p>(9/13) Indigenous Perspectives</p> <ul style="list-style-type: none"> Read blog post, "Who are the Indigenous Peoples of Russia?" Watch "The indigenous peoples of Russia: Buryats, Yakuts, Tuvans – an introduction to Russian ethnic groups," Centre for Eastern Studies, Link
5	9/18- 9/20	<p>(9/18)</p> <ul style="list-style-type: none"> Yuri Rytkheu. 2019. <i>When the Whales Leave</i>. Translated by Ilona Yazhbin Chavasse, Milkweed Editions (Part I)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>(9/20)</p> <ul style="list-style-type: none"> • Yuri Rytkeu. 2019. <i>When the Whales Leave</i>. tr. Ilona Yazhbin Chavasse, Milkweed Editions (Part II)
6	9/25 – 9/27	<p>(9/25)</p> <ul style="list-style-type: none"> • Yuri Rytkeu. 2019. <i>When the Whales Leave</i>. tr. Ilona Yazhbin Chavasse, Milkweed Editions (Part II) <p>(9/27)</p> <ul style="list-style-type: none"> • Daria Burnasheva. 2022. “Indigenous women as water protectors, men as firefighters? Gender and indigeneity in the context of climate change in Sakha (Yakutia),” <i>Arctic Yearbook</i>, 2022. • Yumzhana, The Two Sides of the Condition (8:06) video • Discussion of Reading Response Paper #1 assignment – Due Monday September 30 (3pm via Carmen)
7	10/2 – 10/4	<p>(10/2) Non-Slavic, Non-Indigenous Differences</p> <ul style="list-style-type: none"> • Manizha “Under-Slav” (Nedoslavianka) and “Rashin Wyman” (Russkaya Zhenshchina/Russian Woman) • Georgy Mamedov “Challenging Orientalism Pt.5” read his blog and YouTube video of Manizha’s song “Under-Slav” <p>(10/4)</p> <ul style="list-style-type: none"> • Discuss Midterm Knowledge Check
8	10/9	<ul style="list-style-type: none"> • Midterm Knowledge Check (online via Carmen)
9	10/16 – 10/18	<p>How We (Never) Spoke and (Do Not) Speak About Gender</p> <p>(10/16)</p> <ul style="list-style-type: none"> • Alexander Sasha Kondakov and Alexandra Novitskaya. 2023. “The Politics of Gender and Sexuality,” in Susanne A. Wengle

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>(ed), <i>Russian Politics Today: stability and fragility</i>, Cambridge University Press. Pp. 149-171.</p> <p>(10/18)</p> <ul style="list-style-type: none"> • Yulia Tsvetkova, Visual Artist (link to projects “Vagina Monologues” and “Woman is not a Doll”)
10	10/23 – 10/25	<p>(10/23)</p> <ul style="list-style-type: none"> • <i>Contemporary Queer Plays by Russian Playwrights</i>, edited by Tatiana Klepikova. London: Methuen Drama, 2021. Excerpt. <p>(10/25)</p> <ul style="list-style-type: none"> • “Gypsies, Roma, Travelers: An Animated History” Open Society Foundation YouTube video (2:50) • Dijana Pavlovic, 2019, “Romani or Gypsies?” link (13:16)
11	10/30 – 11/1	<p>(10/30)</p> <ul style="list-style-type: none"> • Lucie Fremlova, “The Intersectional experiences of queer Roma,” YouTube video (31:20) • Deniz, Beyond Binary, (5:08) video link (scroll down to episode 4) <p>Cultural Preservation and Ethnic Survival</p> <p>(11/1)</p> <ul style="list-style-type: none"> • Watch “Russia’s Tatars try to save their language,” DW News video • “The Return of Romanticism: Interview with Crimean Tatar folk artist Mamut Churlu” LINK • Anita Shishani. 2020. “Artists as Warriors: The Bearers of Chechen Culture Today.” (LINK)
12	11/6 – 11/8	<p>(11/6)</p> <ul style="list-style-type: none"> • No in-person class • Submit Reading Response #2 (5pm via Carmen)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>(11/8) Migrant Experiences</p> <ul style="list-style-type: none"> • Victoria Lomasko. 2017. "Slaves of Moscow," in <i>Other Russias</i>. N+1, pp.80-106. • Olga Jitliana, et al. 2020. "Escaping a migrant metropolis: Post-Soviet Urbanization through the Art Project Nasreddin in Russia," <i>City</i>, Vol24:3-4, pp.431-451.
13	11/13 – 11/15	<p>(11/13)</p> <ul style="list-style-type: none"> • Immigrant perspectives/representations in murals in Columbus, Ohio • Discussion of creative expression and identity <p>(11/15)</p> <p>Professor at NWSA conference – no in-person class</p> <ul style="list-style-type: none"> • Begin brainstorming for Zine Project
14	11/20 – 11/22	<ul style="list-style-type: none"> • Work on Zine Project • Discuss Drafts
15	11/27 – 11/29	<ul style="list-style-type: none"> • Thanksgiving Break
16	12/4	<ul style="list-style-type: none"> • Last Day of Class • Course Evaluations • Zine Celebration