

## Term Information

Effective Term Spring 2025

## 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 4595  
Course Title The Politics of Difference in Southeast Europe  
Transcript Abbreviation Differ SE Europe  
Course Description Given the long, and deeply entrenched, otherization of Southeast Europe, this upper-level course examines the politics and cultural nuances of difference by situating it within Southeast Europe and focusing on the history, cultures, and cultural products of ethnic and national "minority" groups and migrant populations.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Traditions, Cultures, and Transformations

## Course Details

### **Course goals or learning objectives/outcomes**

- Articulate the various ways that difference is constructed in Southeast Europe
- Demonstrate an understanding of the idea of “minority”
- Recognize the ways that identities intersect
- Possess an understanding of how different cultural currents

### **Content Topic List**

- On the Creation of Difference: Nationalism, Race, and Racialization
- Understanding Minority-Majority Relations in Eastern Europe
- From Nationalism to Racialization
- History of the Jewish People in Eastern Europe
- Romani Communities in Central Europe

### **Sought Concurrence**

Yes

## Attachments

- Final\_The Politics of Difference in Southeast Europe Syllabus\_2023.docx: Syllabus  
*(Syllabus. Owner: Gleissner, Philip)*
- Final\_Traditions rubric submission\_v1\_1002[29].docx: GE Theme course submission worksheet: Traditions  
*(Other Supporting Documentation. Owner: Gleissner, Philip)*
- 10-27-2023 Final\_The Politics of Difference in Southeast Europe Syllabus\_2023.docx: ASCCAS Corrected Syllabus  
*(Syllabus. Owner: Steele, Rachel Lea)*
- Curriculum Maps Russian Major - Oct 6 2023 (2).pdf: Curriculum Map  
*(Other Supporting Documentation. Owner: Ernst, Joseph)*
- GE Theme course submission worksheet Traditions\_Slavic\_4595.pdf: GE worksheet  
*(Other Supporting Documentation. Owner: Ernst, Joseph)*
- Slavic 4595 The Politics of Difference in Southeast Europe.pdf: 5/6 updated Syllabus  
*(Syllabus. Owner: Ernst, Joseph)*
- Slavic 4595 Concurrence.pdf: Concurrence  
*(Concurrence. Owner: Ernst, Joseph)*
- Slavic 4595 The Politics of Difference in Southeast Europe\_v2[87].pdf: 10/1 Updated Syllabus  
*(Syllabus. Owner: Ernst, Joseph)*
- GE Theme course submission worksheet Traditions\_Slavic\_4595\_v2[64].pdf: GE Worksheet  
*(Other Supporting Documentation. Owner: Ernst, Joseph)*
- Slavic 4595 cover letter[30].pdf: Cover Letter  
*(Cover Letter. Owner: Ernst, Joseph)*

**Comments**

- 10/2 Uploaded revisions cover letter, GE worksheet, updated syllabus, and concurrence file *(by Ernst, Joseph on 10/02/2024 10:59 AM)*
- Please see Subcommittee email sent 9/13/24. *(by Neff, Jennifer on 09/13/2024 10:47 AM)*
- ASC CAS Office corrected the course number on the syllabus.  
Please see feedback sent to department 11-28-2023 *(by Steele, Rachel Lea on 11/28/2023 12:48 PM)*
- Hi Bernadette, this course will not count for the Russian major. Thank you! *(by Gleissner, Philip on 10/06/2023 04:49 PM)*
- If a new course can count in the dept's major(s), please upload updated curriculum map of the major with the course included. Thanks. *(by Vankeerbergen, Bernadette Chantal on 10/06/2023 11:11 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Tuxbury-Gleissner, Philip	10/05/2023 05:20 PM	Submitted for Approval
Approved	Tuxbury-Gleissner, Philip	10/05/2023 05:20 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/06/2023 11:11 AM	College Approval
Submitted	Tuxbury-Gleissner, Philip	10/07/2023 09:36 AM	Submitted for Approval
Approved	Tuxbury-Gleissner, Philip	10/07/2023 09:36 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/16/2023 05:46 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/28/2023 12:48 PM	ASCCAO Approval
Submitted	Ernst, Joseph	05/06/2024 01:05 PM	Submitted for Approval
Approved	Ernst, Joseph	05/06/2024 01:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2024 05:35 PM	College Approval
Revision Requested	Neff, Jennifer	09/13/2024 10:47 AM	ASCCAO Approval
Submitted	Ernst, Joseph	10/02/2024 10:59 AM	Submitted for Approval
Approved	Ernst, Joseph	10/02/2024 10:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/02/2024 12:10 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/02/2024 12:10 PM	ASCCAO Approval



September, 25 2024

Dear committee members,

I write in response to the requested changes to my syllabus and GE application for Slavic 4595. Each change is based on the required contingencies articulated on September 12<sup>th</sup> by the Subcommittee of the ASC Curriculum Committee and Theme Advisory Group for Traditions, Cultures, and Transformations. For each required change, I will note the request from the committee and provide details of how I have addressed the concerns in each document.

**Contingency 1:**

“The reviewing faculty would like to see additional information surrounding how the course will be meeting the Theme-specific ELOs, with attention paid to ELOs 3.1 and 4.2. They would like to see some of the broader language in the GE application form and syllabus replaced with more concrete examples of assignments and in-class activities to demonstrate how students can expect to fulfill the ELOs and objectives.”

**ELO 3.1** states “Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.”

To specifically address the concerns of the committee, I have included the language below to the syllabus. Please note that I reference area-specific details as well as the ways that students will demonstrate that they have acquired learning outcome 3.1. Specifically, I have noted the in-class group presentation as demonstrative of ELO 3.1 because it addresses multiple aspects of culture that relate to difference in Southeast Europe, both internally and externally.

**Changes to ELO 3.1 on syllabus:**

Students will:

“Learn about the culturally-specific manifestations of difference as they relate to the interactions, patterns and projections of difference (religious, ethnic, national, and racial(ized)) in Southeast Europe. Students will read multiple assignments addressing the ways that specific aspects of difference in Southeast Europe have affected societies and people there. They will apply the knowledge they have learned through writing assignments and an in-class group project, which are included below.

**Presentation 1: The Sephardic Jews of Southeast Europe**

**(A History of the Jewish People in Southeast Europe)**

**Presentation 2 : Holocaust Memory and David Albahari’s Götz and Meyer (Week 7: The Representation of Sephardic Jewish Life in 20th century Balkans)**



**Presentation 3: Political and Social Realities for Roma in Southeast Europe (Romani Communities in Central and Eastern Europe)**

**Presentation 4: Romani Rights and the European Union (Week 9: Roma and Postsocialist Racism(s))**

**Presentation 5: Race, Communism, and Transnational Freedom Dreams**

**Presentation 6: The Non-Aligned Movement in the 21<sup>st</sup> Century**

**(Contemporary Student Mobility Schemes and Non-Alignment 2.0)**

Each presentation corresponds to a theme of the course for the week, which is indicated above in the parentheses.”

**I have also reiterated the connection of the assignment to ELO 3.1 on page 7.**

### **Regarding ELO 4.2**

I have added the following details about assignments that relate to ELO 4.2:

“The readings in weeks 5-10 and 13-15 focus on ways that the instrumentalization of race, religion, and ethnicity affect outcomes in Southeast European societies. In-class discussions, the corresponding response papers and presentations will help students demonstrate their acquisition of the concepts and ideas discussed in classes those weeks.

Themes of those classes include:

A History of the Jewish People in Southeast Europe

The Representation of Sephardic Jewish Life in 20th century Balkans

The History of Romani Slavery in Moldova and Wallachia and Legacy in Central and Southeast Europe

Roma and Postsocialist Racism(s)

With and Without Kin Minorities: Citizenship and Belonging among Ethnic and Racial Minorities in Central and Southeast Europe

20th Century Migration and Racialization in Eastern Europe

21st Century Migration: The Balkan Route and Southeast Europe

Post-EU Expansion (2003) East-West Difference in Southeast Europe

Students will also submit two response papers during this period. Response papers “should place these “texts” in conversation with course content already covered.” **(page 8)**

In addition, I have reiterated the connection between the response papers and its relationship to ELO 4.2 on **page 8 of the syllabus.**

1a. Below are the details of how I have addressed ELOs 3.1 and 4.2 in the GE application:



I have included some of the readings that relate to the ELO 3.1 into the application, but a broader list is among those works highlighted on the accompanying syllabus, **which I note in the GE application on page 3 and 4**. I have also included the following language: “students will learn about how difference, as an aspect of culture, is instrumentalized for individuals from numerically small populations and how majorities are normalized in Southeast Europe.

Assigned readings that will help students fulfill this ELO (3.1) as they relate to certain groups are highlighted in the accompanying syllabus, but some of the specific readings are listed below:

### **Week 1: Introduction – Difference as a “Big” Idea: Nationalism, Race, and Racialization**

Readings:

Goldberg, David Theo. “Racial Europeanization,” *Ethnic and Racial Studies*, 29, no 6 (2006): 331–64.

Rexhepi, Piro. “Introduction” In *White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route*. 1-41. Durham: Duke UP, 2023.

Bjelić, Dušan. “Toward a Genealogy of the Balkan Discourses on Race,” *Interventions*, 20, no 6 (2018): 906-929.

### **Week 3 Post-1945 Foundations of Minority-Majority Relations in Southeast Europe**

#### **Race and Civil Rights in Eastern Europe and the European Union**

Readings: “**From Cold War to Eastern Enlargement**” and “**Resistance and the Nation**”

### **Week 4: Categorical Differences and Change: From Nationalism to Racialization**

Bakić-Hayden, Milica. “Nesting Orientalisms” *Slavic Review*. 54, no. 4 (Winter, 1995): 917-931.

Baker, Catherine. “Introduction: What Does Race Have to do with the Yugoslav Region” In *Race in the Yugoslav Region*. 1-30, Manchester: University of Manchester Press, 2018.

Rexhepi, Piro. “Historicizing Enclosure: Refashioned Colonial Continuities as European Cultural Legacy” In *White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route*. 1-41. Durham: Duke UP, 2023.”

1b. Regarding ELO 4.2, I have included the following language on **pages 5-6**.

“All readings in weeks 5-10 and 13-15 focus on ways that the instrumentalization of race, religion, and ethnicity affect outcomes in society. Specific examples include the following:

In Weeks 5 and 6 students will read and discuss *Götz and Meyer* by David Albahari, which is a novel about the Holocaust and Sephardic Jews in Serbia. They will also watch the film *When Day Breaks* and an episode of the series, which is based on a novel, “The Scent of Rain in the Balkans.” These three media representations allow students to learn about the Sephardic Jews of the Balkans and their unique experiences throughout history. For some students, it will be an opportunity to expand their knowledge of European Jewish history and cultures.



In Weeks 8-10 students will connect knowledge learned earlier in the semester to reading assignments and in-class discussions to the experiences of Roma in Southeast Europe. In these weeks, students will learn about how the racialization of Roma in Southeast Europe affects their experiences, outcomes, opportunities. They will also understand how the experience of Roma in Eastern Europe relates to other global racial minorities and their filmic representation, such as African Americans, in the reading “African-American and Romani Filmic Representation and the ‘Posts’ of Post-Civil Rights and Post-EU Expansion.”

In weeks 12-13, we will explore how migration affects the racialization of communities in Southeast Europe. Readings during these weeks include experiences and perspectives from the socialist and post-socialist periods. The groups of focus will be student migrants from Africa in the socialist and contemporary periods as well as the Chinese community from the 1990s to the present.

Select readings on these topics include:

Week 12: **“(Re)imagining Solidarities, (Re)imagining Serbia: South-South Student Mobility and the “World in Serbia”Project”**

**Week 13:** “Myth and Migration: Zhejiangese Merchants in Serbia” in *Chinese Migrants in Russia, Central Asia and Eastern Europe*, edited by Felix Chang and Sunnie Rucker-Chang, 137-153. Oxon: Routledge, 2012.”

1. A concurrence is being sought from Undergraduate International Studies Program.
2. I have included the ASC statement on academic misconduct, and **it can be found on page 11 of my syllabus.**

It is my hope that these inclusions sufficiently respond to the committee’s requests. I look forward to hearing back from the committee in due course. Thank you for your time.

With best wishes,

Sunnie Rucker-Chang, PhD  
Kenneth E. Naylor Professor of South Slavic Culture  
The Ohio State University  
Director of Undergraduate Studies, Department of African American and African Studies  
Department of Slavic and East European Languages and Cultures

Slavic 4595

## The Politics of Difference in Southeast Europe

Dr. Sunnie Rucker-Chang

Hagerty Hall 422

[rucker-chang.1@osu.edu](mailto:rucker-chang.1@osu.edu)

### Course Description and Goals:

Southeast Europe has historically been a “melting pot” (Wachtel, 2008) with great diversity among its populations and cultures for centuries. Since the Yugoslav wars of the 1990s, and expansion of the European Union (EU) eastward (2004, 2007, and 2013), there has been increased attention to the idea of Southeast European difference that offers a particular narrative of the region that is at odds with the West European idea of the nation state, the maintenance of post-1945 peace, and, more recently, EU initiatives, directives, and even *values*. Given the long, and deeply entrenched, otherization of Southeast Europe, this upper-level course examines the politics and cultural nuances of this difference by situating it within Southeast Europe and focusing on the history, cultures, and cultural products of ethnic and national “minority” groups, migrant populations, as well as the complications and challenges that emerge from the external differentialization and racialization of people from the region.

### Course Learning Outcomes

At the completion of this course students should be able to successfully to the following:

- Engage in critical and logical thinking about the ways difference is constructed in Southeast Europe and how these processes of differentiation have changed over time.
- Engage in an advanced in-depth, scholarly exploration of the construction of difference and how the idea of “minority” (ethnic and national), and the lived experience of being a “minority” affects position, access, and privilege in Southeast European societies.
- Recognize how differences, similarities and disparities among institutions, organizations, and culture in Southeast Europe affect specific points of view and constructions of self and Other.
- Explain ways in which categories such as ethnicity, gender, and race intersect to create complicated matrices of difference, affecting individuals in similar but distinctly different ways.
- Explore how changes in cultural, political, and social currents, such as the rise and fall of state socialism and the Eastern expansion of the European Union, have changed over time and affect the position of racialized individuals in Southeast European societies.



- **Examine the interactions among dominant and sub-cultures through an analysis of intellectual discourse surrounding the construction of difference in Southeast Europe in internal and external discussion of the region.**
- **Demonstrate a developing sense of self as a learner through self-assessment and creative work in the form of individualized research and group projects and presentations.**

This course will introduce students to the ways that categories of difference have been constructed and instrumentalized over time in Southeast Europe. It examines this theme of difference (cultural, gender, ethnic, racial, and religious), as a facet of Southeast European culture that emerges in cultural products (gender roles, politics, and religion among other things), and how they change over time. It also explores the ways that populations defined by their differences respond through the creation of cultural products and intellectual and cultural movements. To understand culture better, we will explore its various manifestations including but not limited to material culture (art, architecture, and religious images), folk culture (customs, history, and beliefs), popular culture (music and film), political culture (identities, ideas, and views), and subcultures (historical and contemporary cultural practices and beliefs of minority cultures). Students in this class will also read and discuss literary texts and digital projects (databases, historical timelines, filmographies, etc.) produced by members of dominant and minority groups with the goal of minimizing the differences between what has historically been regarded a high and low culture to recognize the important contributions of both.

**This course is approved as a part of the GEN Theme: Traditions, Cultures, and Transformations category.**

<b>Themes: General</b>		
<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>Related course content</b>
<b>1. Successful students will analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.</b>	<b>Successful students are able to</b> 1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.	<b>In this course, students will</b> 1.1 Analyze various texts including literature, film, and scholarly articles to help them engage in an in-depth study of Southeast European traditions, cultures, and their transformations as they relate to difference from the socialist period (post-WWII) to postsocialist periods (post-1989).

	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.	1.2 Engage with scholarly content from diverse points of view to help students to think critically about the intellectual currents that have contributed to the diverse cultures of Southeast Europe over time.
<b>2. Successful students will integrate approaches to understanding lived environments 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.</b>	2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.	2.1 Demonstrate knowledge of how various cultural movements and scholarly approaches have contributed to the transformation of cultures in Southeast Europe through the creation and presentation of a digital project based on knowledge acquired from critical engagement with the coursework.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.	2.2 Apply knowledge acquired in the course through regular reflection assignments and a thematically-based group project that will allow them the opportunity to interact and apply course content in ways that are meaningful to them. <b>Students will complete four reflection assignments throughout the course allowing them to consider the course content in more detail and reflect on what they have learned through the semester.</b>  <b>Students will also be required to complete a short self-assessment at midterm and at the completion of the course to allow them the opportunity to reflect on what they have learned and how it may have changed their understanding of difference and its impact from the beginning of the course until the end.</b>
<b>3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.</b>	3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	3.1 Learn about the culturally-specific manifestations of difference as they relate to the interactions, patterns and projections of difference (religious, ethnic, national, and racial(ized)) in Southeast Europe. Students will read multiple assignments addressing the ways

	<p>that specific aspects of difference in Southeast Europe have affected societies and people there. They will apply the knowledge they have learned through writing assignments and an in-class group project, which are included below.</p> <p><b>Presentation 1: The Sephardic Jews of Southeast Europe</b>  <b>(A History of the Jewish People in Southeast Europe)</b></p> <p><b>Presentation 2 : Holocaust Memory and David Albahari’s Götz and Meyer</b>  <b>(Week 7: The Representation of Sephardic Jewish Life in 20th century Balkans)</b></p> <p><b>Presentation 3: Political and Social Realities for Roma in Southeast Europe (Romani Communities in Central and Eastern Europe)</b></p> <p><b>Presentation 4: Romani Rights and the European Union (Week 9: Roma and Postsocialist Racism(s))</b></p> <p><b>Presentation 5: Race, Communism, and Transnational Freedom Dreams</b></p> <p><b>Presentation 6: The Non-Aligned Movement in the 21<sup>st</sup> Century (Contemporary Student Mobility Schemes and Non-Alignment 2.0)</b></p> <p>Each presentation corresponds to a theme of the course for the week, which is indicated above in the parentheses.</p>
<p>3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>3.2 Contrast the divergent constructions of difference during the socialist and postsocialist periods as well as the scholarly debates surrounding those constructs and the differences in debates of national, ethnic, and racial(ized) differences.</p>
<p>3.3 Examine the interactions among dominant and sub-cultures.</p>	<p><b>In weeks 8-10, Students will discuss how being a member of an ethnic, national, racial, or religious minority affects aspects of citizenship, educational access, and social mobility. Students will also read about and discuss the role of migrant</b></p>

		<b>populations (students and merchants) in complicating the local frames of difference in weeks 12 and 13.</b>
	3.4 Explore changes and continuities over time within a culture or society.	3.4 Distinguish the hierarchical shifts in majority-minority and minority-minority relations in the socialist and post-socialist periods and the impact that those changes have had on the inclusion (social, political, and cultural) and exclusion of those minoritized communities. <b>The four reflection paper assignments and final digital project will allow students opportunities to address how categories of difference change over time for groups in Southeast Europe.</b>
<b>4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.</b>	4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture	4.1 Learn about various minority groups in Southeast Europe, the diverse means of constructing difference in the region and well as the organizations (governmental and non) that aid in the social and cultural inclusion of citizens and other members of society. <b>In weeks 9 and 10 students will have an in-depth study of the marginalization and inequalities experienced by Romani communities in Southeast Europe including a study of race-based slavery that affected their community (week 8) the struggle for reparations, European Union and NGO initiatives to ensure Romani equality, and unequal citizenship (week 10). Students will also learn about how the Holocaust affected local Jewish populations (weeks 5 and 6). They will also learn about the role of ethnic differences in the region, especially during and after the 1990s Yugoslav wars (week 4).</b>
	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference,	4.2 Explain how differences in ethnicity, race, gender, and their intersections affect access to citizenship and social

	<p>impact individual outcomes and broader societal issues.</p>	<p>inclusion, particularly in the postsocialist period.  The readings in weeks 5-10 and 13-15 focus on ways that the instrumentalization of race, religion, and ethnicity affect outcomes in society. In-class discussions, the corresponding response papers and presentations will help students demonstrate their acquisition of the concepts and ideas discussed in classes those weeks.</p> <p>Themes of those classes include:  A History of the Jewish People in Southeast Europe  The Representation of Sephardic Jewish Life in 20th century Balkans  The History of Romani Slavery in Moldova and Wallachia and Legacy in Central and Southeast Europe  Roma and Postsocialist Racism(s)  With and Without Kin Minorities: Citizenship and Belonging among Ethnic and Racial Minorities in Central and Southeast Europe  20th Century Migration and Racialization in Eastern Europe  21st Century Migration: The Balkan Route and Southeast Europe  Post-EU Expansion (2003) East-West  Difference in Southeast Europe</p> <p>Students will also submit two response papers during this period. Response papers “Response papers should place these “texts” in conversation with course content already covered.”</p>
--	--	---

**“Traditions, Cultures, and Transformations”**

**Requirements**

This course is a combination of written work, lectures, and class discussion. It is every student’s individual responsibility to be prepared for class. Being prepared for class includes reading the assigned texts, preparing for group presentations when required, and being able to engage in meaningful dialogue about the material presented or prepared for in class. Attendance and

participation are essential parts of this course. Missing more than eight classes will result in a failing grade.

### **Required Texts for All Students:**

Albahari, David. *Götz and Meyer*. Funks Grove: Dalkey Archive Press, 2015.

Other texts listed in the syllabus are available on Canvas or online through library.osu.edu

### **Digital Project**

All students are required to complete a final digital project (Arc GIS storymap or timeline JS) on a topic discussed in class or general area of interest related to topics/themes discussed in class. The project is due on the final day of classes. It should have a minimum of four different sections and 7-10 (free use) relevant images. The final project must include a bibliography of at least 5-7 works cited. The topic of the project is to be chosen in concert with the instructor and must relate to a facet of difference in Southeast Europe.

The digital project presents an opportunity for students to analyze the impact of the “big” idea of difference, which is a foundational theme of the class. The digital project is the culmination of in-depth, scholarly exploration of a topic related to the topic of traditions, cultures, and transformations. (ELO 1.2)

### **Timeline for Digital Project Element Submission:**

- *Students Introduced to digital project methodology in weeks 4*
- *Initial digital project topics are due by Week 6.*
  - I will provide you a list or you may select a topic of interest with the instructor. Instructor must approve all final topics.
  - Any revisions to the topic will be due by Week 7
- *Bibliography due by Week 9*
  - Bibliography can include academic and news articles, books, book chapters, online digital projects, etc.
  - I will return your bibliography with comments by week 10. You must complete any adjustments or revisions by week 11.
- *Initial digital project outline due Week 12*
- *Final Digital Project Due by Week 15*

### **Digital Project Grading Scale /60**

How well does the project analyze a research question based on the class theme /20  
How thoroughly does the project explore the proposed research topic? /15  
Are the project’s assertions supported with documented examples and evidence? /15  
Style, control, grammar and mechanics. /10

Students are required to complete a group presentation on one of the four presentation topics listed in the syllabus.

**The six topics are:**

**Presentation 1: The Sephardic Jews of Southeast Europe**

**Presentation 2 : Holocaust Memory and David Albahari's Götz and Meyer**

**Presentation 3: Political and Social Realities for Roma in Southeast Europe**

**Presentation 4: Romani Rights and the European Union**

**Presentation 5: Race, Communism, and Transnational Freedom Dreams**

**Presentation 6: The Non-Aligned Movement in the 21<sup>st</sup> Century**

### **Presentation Guidelines**

Each student will be required to contribute to one group presentation based on the themes of the class. The presentation will be screen recorded, turned in as an .mp4 file, and presented to the class. The final presentation grade will be based on the evaluation of the instructor and the group participants and provides students the opportunity to “[i]dentify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.” (ELO 2.1) and “describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.” (ELO 3.1)

The presentation is worth 15% of the grade (10% instructor evaluation; 5% group evaluation).

### **Response Papers:**

Students will post a 300-400 word response paper a total of four times on the Carmen course page. This includes an overview and critical response to the reading and related media assigned for the week. Response papers should place these “texts” in conversation with course content already covered and relevant discussion topics. Students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect on the social and ethical implications of such inquiry. Response papers provide students an opportunity to “[e]xplain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.” (ELO 4.2)

Responses papers will not be graded on style, but on the quality of engagement with weekly course content. Students will write a total of five response papers during the semester. The response papers offer opportunities for students to reflect on what they have learned and how they have synthesized the information. These papers offer an ongoing opportunity for students to “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.” (ELO 3.4)

Each paper is worth 5 pts. In total, response papers are worth 20% of the overall grade.

### **Grading Scale**

#### **Grading Scale:**

93 - 100 (A)

90 - 92 (A-)

88 - 89 (B+)

83 - 87 (B)

80 - 82 (B-)

78 - 79 (C+)

73 - 77 (C)

70 - 72 (C-)

68 - 69 (D+)

60 - 67 (D)

Below 60 (E)

### **Grade Distribution**

Attendance and Participation (Includes regular participation in class, discussion boards (when relevant), and assignments): 15%

In-class Group Presentation: 15% (10% instructor feedback, 5% group feedback)

Take-home Midterm: 20%

Book or Film Response Papers: 20% (4 @ 5% each)

Final Project: 30% (20% project, 10% final project abstract and bibliography)

### **Missed Assignments**

Due dates for assignments are listed on the syllabus and course Canvas site. However, if you miss an assignment, you will be provided two 24-hour make-up period days in the semester that will allow you to turn up to two late or missing assignments without excuse or justification. One date will be prior to midterm and the other will be following midterm. Those dates are noted in the syllabus and Canvas.

### **University Policies**

#### **Disability services**

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

**Mental Health Statement:**

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](http://ccs.osu.edu) or calling [614--292--5766](tel:6142925766). 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:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**Sexual misconduct/Relationship violence**

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)

**Academic misconduct:**

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

**Diversity**

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.

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.

### **Schedule of Readings:**

**(I have highlighted all classes that directly address the theme of “Traditions, Cultures, and Transformations.” all other classes provide necessary background information or explore other aspects of Southeast European history and cultural details of the groups in the region.)**

## **Unit 1: Traditions and Foundations**

### **Week 1: Introduction – Difference as a “Big” Idea: Nationalism, Race, and Racialization**

Readings:

Goldberg, David Theo. “Racial Europeanization,” *Ethnic and Racial Studies*, 29, no 6 (2006): 331–64.

Rexhepi, Piro. “Introduction” In *White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route*. 1-41. Durham: Duke UP, 2023.

Bjelić, Dušan. “Toward a Genealogy of the Balkan Discourses on Race,” *Interventions*, 20, no 6 (2018): 906-929.

### **Week 2: Dominant and Sub-Cultures in Southeast Europe: “Small Numbers” and “Narcissism of Small Differences”**

Appadurai, Arjun. *Fear of Small Numbers: An Essay on the Geography of Anger*. Durham, NC: Duke University Press, 2006.

**Response Paper 1 Due, Friday end of week 2**

### **Week 3:**

### **Post-1945 Foundations of Minority-Majority Relations in Southeast Europe: Race and Civil Rights in Eastern Europe and the European Union**

Readings: **“From Cold War to Eastern Enlargement” and “Resistance and the Nation”** In *Roma Rights and Civil Rights: A Transatlantic Comparison* edited by Felix Chang and Sunnie Rucker-Chang. 19-38,61-87. New York: Cambridge UP, 2020.

Valenta, Marko. and Sabrina P. Ramet **“Situating Ethnic Minorities in Post-Socialist Southeastern Europe”** In *Ethnic Minorities and Politics in Post-Socialist Southeastern Europe*, edited by Sabrina Ramet and Valentina Marko, 3-24. New York: Cambridge University Press, 2016.

#### **Week 4: Categorical Differences and Change: From Nationalism to Racialization**

Bakić-Hayden, Milica. “Nesting Orientalisms” *Slavic Review*. 54, no. 4 (Winter, 1995): 917-931.

Baker, Catherine. “Introduction: What Does Race Have to do with the Yugoslav Region” In *Race in the Yugoslav Region*. 1-30, Manchester: University of Manchester Press, 2018.

Rexhepi, Piro. “Historicizing Enclosure: Refashioned Colonial Continuities as European Cultural Legacy” In *White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route*. 1-41. Durham: Duke UP, 2023.

**Response Paper 2 Due end of week 4**

## **Unit 2: Majority and Minority Cultures of Southeast Europe**

**Week 5:**

**A History of the Jewish People in Southeast Europe**

**Presentation 1: The Sephardic Jews of Southeast Europe**

Read: Albahari, David. *Götz and Meyer*. Funks Grove: Dalkey Archive Press, 2015. pp. 1-79

**In-class Presentaton and Question and Answer session on Digital Platforms and Project Creation (Arc GIS and Storymap)**

**Students will watch demonstration video created by instructor prior to class and review material in class.**

**Week 6: *Götz and Meyer* in Context**

Albahari, David. *Götz and Meyer*. Funks Grove: Dalkey Archive Press, 2015.

pp. 80-168

Daković, Nevena. “Memory Images: Holocaust memory in Balkan Cinema(s).” *Images. The International Journal of European Film, Performing Arts and Audiovisual Communication*. 23, no. 32 (2018): 25-37.

**Week 7: The Representation of Sephardic Jewish Life in 20<sup>th</sup> century Balkans**

**Presentation 2 : Holocaust Memory and David Albahari’s *Götz and Meyer***

**Watch *The Scent of Rain in the Balkans*, Season 1, Episode 2 (Ljubisa Samardžić, Serbia, 2011)**

**Watch *When Day Breaks* (Goran Paskaljević, Serbia, 2014)**

## Response Paper 3 Due end of week 7

### Romani Communities in Central and Eastern Europe

#### Presentation 3: Political and Social Realities for Roma in Southeast Europe

#### Week 8: The History of Romani Slavery in Moldova and Wallachia and Legacy in Central and Southeast Europe

“The Gypsies in the Romanian Lands During the Middle Ages, Slavery,” “Emancipation,” and “The Current Situation of Gypsies (Roma) in Romania” in Achim, Viorel. *Roma in Romanian History*. 27-69. Budapest, Central European University Press, 2004

Complete online self-assessment on course Canvas site – due Friday by end of the week 8

**Watch:** “Roma Slavery: History, Legacy, and Reparations” (Barvarlipe Academy, European Roma Institute for Arts and Culture) Lecture by Dr. Magareta Matache (Harvard T.H. Chan School of Public Health, and the Director of the Roma Program at the FXB Center for Health)

#### Week 9: Roma and Postsocialist Racism(s)

#### Presentation 4: Romani Rights and the European Union

**Watch** Genesis by Árpád Bogdán (Hungary, Árpád Bogdán, 2018)

Rucker-Chang, Sunnie. “African-American and Romani Filmic Representation and the ‘Posts’ of Post-Civil Rights and Post-EU Expansion.” *Critical Romani Studies*, 1, no. 1 (2018): 132-148.

#### Week 10: With and Without Kin Minorities: Citizenship and Belonging among Ethnic and Racial Minorities in Central and Southeast Europe

Excerpts from “Towards Roma Inclusion: A Review of Roma Initiatives in Central and South-Eastern Europe” 2010 Unicef Report.

## Response Paper 4 Due end of week 10

“Visible Minorities, Invisible Citizens” and “Minority Statelessness and Racialised Citizenship” in Sardelić, Julija. *The Fringes of Citizenship: Romani minorities in Europe and civic marginalization*. 23-37, 63-76. Manchester: Manchester UP, 2022.

## Unit 3: Transformations

### Week 11: Socialist Solidarities—Past and Present

#### Presentation 5: Race, Communism, and Transnational Freedom Dreams

“Origins” and “Rights” in *Socialism Goes Global*, edited by James Mark and Paul Betts. 25-75, 180-221, New York, Oxford UP, 2022.

## **Week 12: Contemporary Student Mobility Schemes and Non-Alignment 2.0**

### **Presentation 6: The Non-Aligned Movement in the 21<sup>st</sup> Century**

Read: **“(Re)imagining Solidarities, (Re)imagining Serbia: South-South Student Mobility and the “World in Serbia” Project”** in *Cultures of Mobility and Precarity: Crossing the Balkans and Beyond*.

Edited by Yana Hashamova, Sunnie Rucker-Chang, and Oana Popescu-Sandu, 19-35. Liverpool: University of Liverpool Press, 2023.

“Accommodating Josephine Baker in Belgrade” in Babović, Jovana. *Metropolitan Belgrade: Culture and Class in Interwar Yugoslavia*. 140-174. Pittsburgh: University of Pittsburgh, 2018.

## **Week 13: 20<sup>th</sup> Century Migration and Racialization in Eastern Europe**

Bonachich, Edna. “The Theory of Middleman Minorities” *American Sociological Review*. 38, no. 5 (Oct, 1973): 583-594.

**“Myth and Migration: Zhejiangnese Merchants in Serbia”** in *Chinese Migrants in Russia, Central Asia and Eastern Europe*, edited by Felix Chang and Sunnie Rucker-Chang, 137-153. Oxon: Routledge, 2012.

## **Week 14: 21<sup>st</sup> Century Migration: The Balkan Route and Southeast Europe**

“Enclosure Demographics: Reproductive Racism, Displacement, and Resistance” In *White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route*. 128-150. Durham: Duke UP, 2023.

Watch *Trapped by Law* (Sami Mustafa, Kosovo, 2015)

**Complete online self-assessment on course Canvas site**

## **Week 15:**

### **Post-EU Expansion (2003) East-West Diference in Southeast Europe**

**“European Food Apartheid,” “Prague 1968: Why Communism Is Like a Wool Sweater, and “Women, Harassment, East, West”** In Drakulić, Slavenka. *Café Europa Revisited: How to Survive Post-Communism*. 11-23, 58-94. New York: Penguin Books, 2021.

## **Student Digital In-Class Project Presentations**



# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## 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 (Traditions, Cultures, & Transformations)

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.

This course will introduce students to the ways that difference has been constructed and instrumentalized over time in Southeast Europe. It examines this theme of difference (racial, ethnic, gender, and religious), as a facet of Southeast European culture, and how those aspects and their effects change over time. It also explores the ways that populations defined by their difference respond through the creation of cultural products and intellectual and cultural movements.

## 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-ofclassroom 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
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>Students will read foundational and cutting-edge texts from history (Week 2: Excerpts from <i>Race in the Yugoslav Region</i>, Week 12: selections from <i>Socialism Goes Global</i>), cultural studies (Week 1: “Racial Europeanization,” excerpts from <i>White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route</i>, “Toward a Genealogy of the Balkan Discourses on Race” Week 2: <i>Fear of Small Numbers: An Essay on the Geography of Anger</i>, Week 3: Excerpts from <i>In Roma Rights and Civil Rights: A Transatlantic Comparison</i> and “Situating Ethnic Minorities in Post-Socialist Southeastern Europe”), film studies (Week 6: “Memory Images: Holocaust memory in Balkan Cinema(s)”), and literature (Week 6: <i>Götz and Meyer</i>) as well as watch films and television serials (Week 7: <i>The Scent of Rain in the Balkans</i>, Season 1, Episode 2, <i>When Day Breaks</i>) by individuals from within and outside of the region to provide a broad contextualization and analytical frames for students to understand the complexities of the construction of difference in the region.</p> <p>Students will apply this knowledge in class discussions, four reflection assignments, and a group presentation on one of the following topics: Presentation #1: The Sephardic Jews of Southeast Europe</p> <p>Presentation #2: Political and Social Realities for Roma</p> <p>Presentation #3: Romani Rights and the European Union</p> <p>Presentation #4: The Non-Aligned Movement in the 21st Century</p> <p>Presentation #1: Holocaust Memory and David Albahari’s <i>Götz and Meyer</i></p> <p>Presentation #2: Race, Communism, and Transnational Freedom Dreams</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will read contemporary critical scholarship on the topic of difference, specifically the themes of race and racialization in Southeast Europe in weeks 1, 10, 12, and 14 as a facet of difference, which is a relatively new analytical frame in the field of Slavic and East European Studies. Students will also be introduced to scholarship in the field of Critical Romani Studies in weeks 8-10, which is a field that emerged in the early 2010s and challenges</p>

	scholars to engage critically with knowledge production about Roma, who are the largest minority group in Europe since the European Union expansion. Other critical frames explored in the class include postsocialism and ethnonationalism.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	In addition to the group project listed above, students will choose a theme related to the course to research. Based on their findings, they will create a bibliography and curate images that they will use to create a digital project (timeline or storymap). The projects will be the final assignment of the course and will reflect knowledge acquired about critical approaches to culture learned throughout the semester. Students will present their digital projects to the class during the last week of class.
<b>ELO 2.2</b> 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.	Students will complete four reflection assignments throughout the course allowing them to consider the course content in more detail and reflect on what they have learned through the semester.  Students will also be required to complete a short self-assessment at midterm and at the completion of the course to allow them the opportunity to reflect on what they have learned and how it may have changed their understanding of difference and its impact from the beginning of the course until the end.

### Goals and ELOs unique to Traditions, Cultures, & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Students will learn about how difference, as an aspect of culture, is instrumentalized for individuals from numerically small populations and how majorities are normalized in Southeast Europe.  Assigned readings that will help students fulfill this ELO as they relate to certain groups are highlighted in the accompanying syllabus, but some of the specific readings are listed below:  <b>Week 1: Introduction – Difference as a “Big” Idea: Nationalism, Race, and Racialization</b>  Readings:

	<p>Goldberg, David Theo. “Racial Europeanization,” <i>Ethnic and Racial Studies</i>, 29, no 6 (2006): 331–64.</p> <p>Rexhepi, Piro. “Introduction” In <i>White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route</i>. 1-41. Durham: Duke UP, 2023.</p> <p>Bjelić, Dušan. “Toward a Genealogy of the Balkan Discourses on Race,” <i>Interventions</i>, 20, no 6 (2018): 906-929.</p> <p><b>Week 3 Post-1945 Foundations of Minority-Majority Relations in Southeast Europe Race and Civil Rights in Eastern Europe and the European Union</b></p> <p>Readings: “From Cold War to Eastern Enlargement” and “Resistance and the Nation”</p> <p><b>Week 4: Categorical Differences and Change: From Nationalism to Racialization</b></p> <p>Bakić-Hayden, Milica. “Nesting Orientalisms” <i>Slavic Review</i>. 54, no. 4 (Winter, 1995): 917-931.</p> <p>Baker, Catherine. “Introduction: What Does Race Have to do with the Yugoslav Region” In <i>Race in the Yugoslav Region</i>. 1-30, Manchester: University of Manchester Press, 2018.</p> <p>Rexhepi, Piro. “Historicizing Enclosure: Refashioned Colonial Continuities as European Cultural Legacy” In <i>White Enclosures: Racial Capitalism and Coloniality Along the Balkan Route</i>. 1-41. Durham: Duke UP, 2023.</p>
<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Students in this class will learn and engage with the big idea of difference. Through readings, lectures, classroom discussion, reflection assignments, the midterm, and the final project students will learn the history of difference and how it is has been constructed and instrumentalized over time.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>In weeks 8-10, Students will discuss how being a member of an ethnic, national, racial, or religious minority affects aspects of citizenship, educational access, and social mobility. Students will also read about and discuss the role of migrant populations (students and merchants) in</p>

	<p>complicating the local frames of difference in weeks 12 and 13.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>The four reflection paper assignments and final digital project will allow students opportunities to address how categories of difference change over time for groups in Southeast Europe.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>In weeks 9 and 10 students will have an in-depth study of the marginalization and inequalities experienced by Romani communities in Southeast Europe including a study of race-based slavery that affected their community (week 8) the struggle for reparations, European Union and NGO initiatives to ensure Romani equality, and unequal citizenship (week 10). Students will also learn about how the Holocaust affected local Jewish populations (weeks 5 and 6). They will also learn about the role of ethnic differences in the region, especially during and after the 1990s Yugoslav wars (week 4).</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>All readings in weeks 5-10 and 13-15 focus on ways that the instrumentalization of race, religion, and ethnicity affect outcomes in society. Specific examples include the following:</p> <p>In Weeks 5 and 6 students will read and discuss <i>Götz and Meyer</i> by David Albahari, which is a novel about the Holocaust and Sephardic Jews in Serbia. They will also watch the film <i>When Day Breaks</i> and an episode of the series, which is based on a novel, “The Scent of Rain in the Balkans.” These three media representations allow students to learn about the Sephardic Jews of the Balkans and their unique experiences throughout history. For some students, it will be an opportunity to expand their knowledge of European Jewish history and cultures.</p> <p>In Weeks 8-10 students will connect knowledge learned earlier in the semester to reading assignments and in-class discussions to the experiences of Roma in Southeast Europe. In these weeks, students will learn about how the racialization of Roma in Southeast Europe affect their experiences, outcomes, opportunities. They will also understand how the experience of Roma in Eastern Europe relates to other global racial</p>

minorities and their filmic representation such as African Americans in the reading “African-American and Romani Filmic Representation and the ‘Posts’ of Post-Civil Rights and Post-EU Expansion.”

In weeks 12-13, we will explore how migration affects the racialization of communities in Southeast Europe. Readings during these weeks include experiences and perspectives from the socialist and post-socialist periods. The groups of focus will be student migrants from Africa in the socialist and contemporary periods as well as the Chinese community from the 1990s to the present. Select readings on these topics include:

**Week 12: “(Re)imagining Solidarities, (Re)imagining Serbia: South-South Student Mobility and the “World in Serbia”Project”**

**Week 13:** “Myth and Migration: Zhejiangnese Merchants in Serbia” in *Chinese Migrants in Russia, Central Asia and Eastern Europe*, edited by Felix Chang and Sunnie Rucker-Chang, 137-153. Oxon: Routledge, 2012.

Wednesday, October 2, 2024 at 10:57:16 Eastern Daylight Time

---

**Subject:** RE: Slavic 4595 again!  
**Date:** Monday, September 30, 2024 at 9:04:25 PM Eastern Daylight Time  
**From:** McSweeney, Kendra  
**To:** Ernst, Joe  
**Attachments:** image001.png

Joe,

Thank you for your patience. I met with our program coordinator and we concur with this course.

In addition, we are wondering if you would like this course to be cross-listed with International Studies. We see that it would benefit students in our Slavic/Eastern Europe major. If so, please let us know so we can submit the required documentation on our side.

Best,

Kendra

**Kendra McSweeney**  
Interim Director, [International Studies Program](#)  
Professor & Distinguished Scholar, [Department of Geography](#)  
**The Ohio State University**  
[mcsweeney.14@osu.edu](mailto:mcsweeney.14@osu.edu) | [ResearchGate](#)

Visiting Scholar, [Phi Beta Kappa](#), 2024-25  
Fellow, American Association for the Advancement of Science (AAAS)  
Fellow, American Academy of Arts & Sciences

---

**From:** Ernst, Joe <[ernst.150@osu.edu](mailto:ernst.150@osu.edu)>  
**Sent:** Wednesday, September 25, 2024 2:15 PM  
**To:** McSweeney, Kendra <[mcsweeney.14@osu.edu](mailto:mcsweeney.14@osu.edu)>  
**Subject:** FW: Slavic 4595 again!

Thank you Kendra,

We eagerly await your response. I wanted to include here the updated syllabus, themes worksheet, and cover letter.

Best,  
Joe



**THE OHIO STATE UNIVERSITY**

---

Joseph Ernst, MA, MPA  
Senior Academic Program Services Specialist

**The Ohio State University**

Department of Slavic and East European Languages and Cultures  
400 Hagerty Hall (Office 400E)  
1775 College Rd S.  
Columbus, OH 43210  
330-361-0313  
[ernst.150@osu.edu](mailto:ernst.150@osu.edu)

## Curriculum Map for Russian Major (Updated 02/07/2024)

		<b>Program Goals</b>		
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
		<b>Lang. Proficiency</b>	<b>Analytic Skills</b>	<b>Cult. Appreciation</b>
<b>Prerequisites</b>				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
Russian 2250.01/99	NA		Novice	Novice
-or-				
Russian 2335.01/.99	NA		Novice	Novice
<b>Required Courses</b>				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
Russian 2144	Intermediate Low/Mid		NA	Intermediate Mid
Russian 3101	Intermediate Low		NA	Intermediate Low
Russian 3102	Intermediate Mid		NA	Intermediate Med
Russian 4575	Intermediate High		Advanced	Advanced
Slavic 4530	NA		Advanced	Advanced
<b>Language Elective Courses (9 credits)</b>				
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4102	Intermediate Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 5101	Intermediate High		Advanced	Advanced
Russian 5102	Advanced Low		Advanced	Advanced
Russian 5103	Advanced Low/Mid		Advanced	Advanced
Russian 5104	Advanced Mid		Advanced	Advanced
Russian 5150	Advanced		Advanced	Advanced
Russian 5260	Advanced		Advanced	Advanced



-(can be applied in this category or the Lit/Cult/Ling electives category)

**Literature, Culture, Linguistics Elective Courses (6 Credits)**

Russian 2250	NA	Novice	Novice
-(including all decimal suffixes, if not used as a prerequisite)			
Russian 2335	NA	Novice	Novice
-(including all decimal suffixes, if not used as a prerequisite)			
Russian 2345	NA	Novice	Novice
Russian 2850	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3355.99	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3750	NA	Intermediate	Intermediate
Russian 4330	NA	Advanced	Advanced
Russian 5200	Advanced	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5260	Advanced	Advanced	Advanced
-(can be applied in this category or the language electives category)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			

Slavic 2995.99	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3320	NA	Intermediate	Intermediate
Slavic 3340	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3711	NA	Intermediate	Intermediate
Slavic 3797.02NA		Intermediate	Advanced
Slavic 3800	NA	Intermediate	Intermediate
Slavic 3995	NA	Intermediate	Intermediate
Slavic 4530	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced