

## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 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

No

## 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)*

## Comments

- ASC CAS Office corrected the course number on the syllabus. *(by Steele,Rachel Lea on 10/27/2023 04:10 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	Gleissner,Philip	10/05/2023 05:20 PM	Submitted for Approval
Approved	Gleissner,Philip	10/05/2023 05:20 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/06/2023 11:11 AM	College Approval
Submitted	Gleissner,Philip	10/07/2023 09:36 AM	Submitted for Approval
Approved	Gleissner,Philip	10/07/2023 09:36 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/16/2023 05:46 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/16/2023 05:46 PM	ASCCAO Approval



Slavic 4595

## The Politics of Difference in Southeast Europe

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### **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:

- Articulate the various ways that difference is constructed in Southeast Europe and how these processes of differentiation have changed over time.
- Demonstrate an understanding of the idea of “minority” (ethnic and national) and how the lived experience of being a “minority” affects position, access, and privilege in Southeast European societies.
- Recognize the ways that identities (cultural, gender, ethnic, sexual, and racial) intersect to create complicated matrices of difference, affecting individuals in similar but distinctly different ways.
- Possess an understanding of how different cultural, political, and social currents, such as the rise and fall of state socialism and the Eastern expansion of the European Union, have affected the position of racialized individuals.
- Express the difference between internal and external articulations of difference of and in Southeast Europe.

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 (cultural, gender, ethnic, racial, 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.

**This course fulfills the general requirements and expected learning outcomes for GE Themes.**

<b>Themes: General</b>		
<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>In this course</b>
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>	<b>Successful students are able to...</b>  1.1. Engage in critical and logical thinking about the topic or idea of the theme.	<b>In this course, students...</b>  1.1. Engage with texts that introduce them to ways that difference has been constructed in Southeast Europe, internally and externally, in primarily two specific periods in history: post-1945 and post-1989. We will also discuss what has changed and what has remained consistent following the period of EU enlargement (2004, 2007, and 2013)
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read important, foundational, and recent literature and scholarship written about the politics of difference in Southeast Europe. Watch important regional films that address the processes and experiences of marginalization that negatively racialized groups in Southeast Europe face.
<b>GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.
	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. Situate knowledge acquired about the politics of difference in Southeast Europe as well as engage critically in work (regular reflection assignments and a digital project) that allows them to address difference more generally and relate these constructs transnationally to more familiar and local contexts.

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

Goals	Expected Learning Outcomes	Related course content
<p><b>1. Successful students will analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.</b></p>	<p><b>Successful students are able to</b>            1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.</p>	<p><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).</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.</p>	<p>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.</p>
<p><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></p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.</p>	<p>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.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>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.</p>
<p><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></p>	<p>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.</p>	<p>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.</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.	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.
	3.3 Examine the interactions among dominant and sub-cultures.	3.3 Acquire knowledge about the histories, cultures, and cultural products of those who are among the numerical minority and possess an understanding of the intellectual discourse surrounding the construction of that difference throughout history in countries of Southeast Europe.
	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>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.
	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.	4.2 Explain how differences in ethnicity, race, gender, and their intersections affect access to citizenship and social inclusion, particularly in the postsocialist period.

### 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](http://library.osu.edu)

### Digital Project

All students are required to complete a final digital project (timeline or storymap) 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 all 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. *Digital project topics are due by Week 7.*

**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 four topics are:

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

**Presentation #2: Political and Social Realities for Roma**

**Presentation #3: Romani Rights and the European Union**

**Presentation #4: The Non-Aligned Movement in the 21st Century**

**Presentation #1: Holocaust Memory and David Albahari’s *Götz and Meyer***

**Presentation #2: Race, Communism, and Transnational Freedom Dreams**

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

**Grading Scale**

94-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-93 A-	84-86 B	74-76 C	64-66 D	
	80-83 B-	70-73 C-	60-63 D-	

**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)

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

### **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 make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### **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:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

#### **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)

### **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.)**

#### **Week 1: Introduction – On the Creation of Difference: 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: On “Small Numbers” and the “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: Understanding Minority-Majority Relations in Eastern Europe: Post-1945 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: 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

### Week 5: A History of the Jewish People in Eastern Europe

#### Presentation on: The Ashkenazim and Sephardim of Eastern Europe

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

### 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 the Balkans

#### Presentation: 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

#### 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**

**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)**

**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.

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

“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:**

**Presentation: Socialism, Communism, and Black Sojourners—Practical and Ideological Movements**

**Presentation: Contemporary Student Mobility Schemes and Non-Alignment 2.0**

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: Migration and Racialization in Eastern Europe**

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

“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.

**Week 14: The Representation of Difference Along the Balkan Route**

“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:**

**Balkan Difference in 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 Project Presentations**

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

## Overview

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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)

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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

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the

topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<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:</p> <p>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</p>

	Critical Romani Studies in weeks 8-10, which is a field that emerged in the early 2010s and challenges 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.	Using the historical frames of the post-1945 period, or socialist period, and the post-socialist period (1989-), which also includes the important period of European Union Eastern expansion (2004, 2007, 2013), students will learn about how difference is instrumentalized for individuals defined by their difference as well as those who are normalized as unmarked in Southeast Europe.
<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.	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.
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	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 complicating the local frames of difference in weeks 12 and 13.
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	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>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	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 difference in casting difference in the region, especially during and after the 1990s Yugoslav wars (week 4).
<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	All readings in weeks 5-10 and 13-15 focus on ways that the instrumentalization of race, religion, and ethnicity affect outcomes in society.