## 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**                           Graduate, Undergraduate
**Course Number/Catalog**                  5030
**Course Title**                           Mapping Migration, Bordering, and Racial (Im)Mobility in (Eastern) Europe
**Transcript Abbreviation**                Mapping Migration
**Course Description**                     This course centers Cultural Studies, History, Legal Studies, Sociology, critical theories of migration, race and racialization to illustrate how perceptions of migrants and prejudice against them affects internal perceptions and hierarchies, transnational interactions, and even precipitates and perpetuates conflict in Europe, particularly in Eastern Europe.
**Semester Credit Hours/Units**            Fixed: 3

## Offering Information

**Length Of Course**                       14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
**Flexibly Scheduled Course**              Never
**Does any section of this course have a distance education component?**   No
**Grading Basis**                          Letter Grade
**Repeatable**                             No
**Course Components**                      Lecture
**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**
**Exclusions**
**Electronically Enforced**                No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**                       16.0400
**Subsidy Level**                          Doctoral Course
**Intended Rank**                          Junior, Senior, Masters, Doctoral

# Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

# Course Details

| | |
|---|---|
| **Course goals or learning objectives/outcomes** | • • Explain how the instrumentalization of prejudice and racism pose security and political threats to stability internationally. |
| | • Relate the various challenges to mobility, inclusion, and access that racialized communities in Europe face. |
| | • • Articulate how migration (forced or chosen) affects the ways that various groups are perceived and externally coded, particularly as it relates to racial mobility and immobility. |
| | • • Analyze how various notions of whiteness and off-whiteness circulate throughout Europe and impact the ways that people are perceived and valued. |
| | • Apply skills learned in class to design a digital project using JPS Timeline or Arc GIS StoryMap |
| **Content Topic List** | • • Migration, citizenship, work, and the Metropole |
| | • Understanding Europe through its immigrants |
| | • Solidarity and social mobility: the Student Migrants of Second World & "Third World" outreach |
| | • Non-Aligned Movement, Second-Third World Solidarity |
| | • • War, Genocide, and (Im)mobility |
| | • Chinese Migrants in Southeast Europe |
| | • Post-EU Eastern Expansion, Eastern, East-Central, and Southeast European (Im)Mobility |
| | • Who gets to be European: Migration and (Im)Mobility |
| | • Return and Myth of Return |
| **Sought Concurrence** | No |

# Attachments

• Curriculum Maps Russian Major - Oct 6 2023 (2) (1) (1).docx: Curriculum Map

*(Other Supporting Documentation. Owner: Ernst,Joseph)*

• "Mapping Migration, Bordering, and Racial Mobility" syllabus final.docx: 4/18/24 Syllabus

*(Syllabus. Owner: Ernst,Joseph)*

# Comments

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Ernst,Joseph | 04/18/2024 12:52 PM | Submitted for Approval |
| Approved | Ernst,Joseph | 04/18/2024 12:53 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/24/2024 12:34 PM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 04/24/2024 12:34 PM | ASCCAO Approval |

**Slavic 5010**
**"Mapping Migration, Bordering, and Racial (Im)Mobility in (Eastern) Europe"**
**Format of Instruction:**

**Instructor:** Sunnie Rucker-Chang (Departments of Slavic, East European Languages and Literatures and African and African American Studies)
**Office:** <mark>40x</mark> Hagerty Hall
**Office Hours:** <mark>xxx</mark>
**Course Logistics:** <mark>xxxx</mark>
**Format: Lecture**

**Course Description:**

Migration has long been linked to transnational encounters and interactions, political belonging and bordering, and racial inclusion and/or exclusion such that people on the move are frequently rejected by segments of the receiving country's population who view them as a threat to society's shared values or way of life. "This resulting prejudice can...represent a concrete security concern at global scale" (Bello, 2017, 3). The very act of movement assumes particular spatial, temporal, and/or hierarchical constructions as individuals choose, or are forced, to move from one place to another and assume, or are assigned, different identities based on the logics of the receiving country. Using critical texts, literature, and film, "Mapping Migration, Bordering, and Racial (Im)Mobility in Eastern Europe" centers Cultural Studies, History, Legal Studies, Sociology, critical theories of migration, race and racialization to illustrate how perceptions of migrants and prejudice against them affects internal perceptions and hierarchies, transnational interactions, and even precipitates and perpetuates conflict in Europe, particularly in Eastern Europe. This course will reorient questions of security away from migrants as *threats* to focus on institutions and individuals in the receiving countries to address how power is exercised and migrants instrumentalized.

While this course focuses primarily on post-1945 Europe, it recognizes the ongoing importance of migration and that the number of people on the move are likely to increase globally as conflicts for scarce resources and a warming planet precipitate people to search for locations that offer safety and predictability. Given that these changes are already observable, this course will help students to think through how the continuous movement of people is affecting political, social, and cultural realities in transnational contexts contemporarily and how this movement will continue to have an impact on societies for years to come.

**Course Learning Objectives**
**At the completion of this course students should be able to successfully do the following:**
- **Explain how the instrumentalization of prejudice and racism pose security and political threats to stability internationally.**
- **Relate the various challenges to mobility, inclusion, and access that racialized communities in Europe face.**

- **Articulate how migration (forced or chosen) affects the ways that various groups are perceived and externally coded, particularly as it relates to racial mobility and immobility.**
- **Correlate the impact of post-1945, postsocialist/communist, and European Union Eastern expansion on intra-European and transatlantic migration.**
- **Analyze how various notions of whiteness and off-whiteness circulate throughout Europe and impact the ways that people are perceived and valued.**
- **Apply skills learned in class to design a digital project using JPS Timeline or Arc GIS StoryMap.**

**Primary Required Readings:**
Zahra, Tara. *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*. New York: W.W. Norton and Company, 2016
Pitts, Johny. *Afropean*. London: Penguin Random House, 2019.
**All other readings listed on the syllabus are available on Canvas.**

**In-class group presentations:**
Each student will be required to contribute to one group presentation based on the themes of the class. The presentation will require each student to complete the assigned readings for the class relevant to the presentation and prepare a presentation, including discussion questions, based on those readings. 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 instructor and group participants' evaluation. We will discuss all presentation requirements in the first week of class.
**The presentation is worth 15% of the grade.**
**Presentation Topics:**
**Presentation I: Understanding Europe through its Immigrants**
**Presentation II: The Non-Aligned Movement and Second-Third World Solidarity**
**Presentation III: Socialism's End – Europe's Opening?**
**Presentation IV: The Yugoslav War and Literature**
**Presentation V: Chinese Migration to Europe**
**Presentation VI: European Union Eastern Expansion and (Re)defining Europe**

**Midterm Project Fact sheet:**
For your midterm project, you will create a fact sheet to present on a subject we discussed in class before the middle of the semester. Fact sheets are short written and meant to be informative but succinct as they contain only the most relevant information for any given topic. **This project will be 25% of your grade (5% topic and bibliography and 20% fact sheet)**

**Final Project – JPS Timeline or Arc GIS StoryMap**
The final project for this class will consist of an 8–10-page paper expanded into a JPS Timeline or Arc GIS StoryMap project. This will provide you the opportunity to convert the paper assignment into a format that is broadly accessible and legible to an outside audience. We will have information sessions in class about each platform.
**This multi-component assignment will be 35% of your grade (Outline 5%, Paper 10%, Digital Project 20%)**

**Grade Distribution:**
In-class presentation 15%

Journal Assignments (5 of the 6 possible at 5% each) 25%
Midterm Project: 25% (5% topic and bibliography and 20% fact sheet)
Final Project: 35% (5% outline and bibliography, 10% paper, and 20% DH project)

<u>**Grading Scale:**</u>
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)

**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 assignment make-up days 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 following midterm. Those dates are noted in the syllabus and on Canvas.**

<u>**Instructor Feedback and Response Time**</u>:
• **Grading and feedback:** For large weekly assignments you can expect to receive feedback within **7 days**.
• **Email:** Emails will be replied to within **24 hours Monday through Friday**.

The above list should give students an idea of my intended availability throughout the course. (Remember a student can call **614-688-4357(HELP)** at any time or if he, she, or they have a technical problem.)

<u>**Course Guidelines**</u>:
**Discussion and communication guidelines**: Please remember to be respectful and thoughtful whether students agree or disagree with each other's remarks.

**Writing style**: You should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine when responding or commenting on response papers, but you should still aim to use good grammar, spelling, and punctuation.

**Tone**: At all times the goal is to maintain a supportive learning community where individuals are safe and where people can express themselves as well as disagree or agree amicably.

**Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

**Backing up all your work**: Compose all academic work to be posted in a word processor first, and save your work judiciously, and then copy to the Carmen discussion.

**Student Services and Advising**:
University Student Services can be accessed through Buckeye Link. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

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

## Course Policies and Resources

### Land Acknowledgement
Whether in person or online, we acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

### 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 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

**The use of AI cannot be a substitute for critical thinking or engagement, and it is unacceptable to have generative artificial intelligence (GAI) tools write assignments for you. Such use, without acknowledgement, constitutes plagiarism. If you choose to use a GAI tool such as ChatGPT, OpenAI Playground, Bard, Pilot, or any similar platform, to help you find sources for your paper, you will need to cite the platform as a source. If the source of your work is unclear, I may require you to meet with me to explain the ideas and your writing process. (language adapted from brandeis.edu)**

### Disability Services
The University strives to make all learning experiences as accessible as possible. Whether in person or online, 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources.  Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.**

**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.
Policy: [Religious Holidays, Holy Days and Observances](#)

**Mental Health**
Whether in person or online, 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 or calling 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- and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

**Sexual Misconduct/Relationship Violence**
Whether in person or online, 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

**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. Whether in person or online, 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.

**Week 1: Introduction: On Migration, (Im)mobility, and Prejudice**

**Class 1**
**Pre-Class Readings:**
"Introduction: From the World to Europe and Vice Versa: An Introduction to why Prejudice Is a Global Security Threat" and "Changes in the International System and Consequences in Terms of Mobility." in Bello, Valeria. *International Migration and International Security: Why Prejudice Is a Global Security Threat*

"Central Europe's Faceless Strangers: The Rise of Xenophobia" by Bulcsú Hunyadi & Csaba https://www.refworld.org/docid/583c34cb4.html

**Journal/Reflection question**: What comes to mind when you think about migration and immigration? Do you think that prejudice affects views on migration and migration policy? What do the readings have to say about this?

**Class 2**
**Pre-Class Readings/Screenings**
View the online video exhibition: "New Nationalism" by Tomáš Rafa (https://your-art.sk/)
- Choose two videos from or two different countries and prepare a synopsis and reaction to them to discuss in class.
- Turn in your synopsis and reaction on Canvas.
**Read:** "What do Europeans think about migrant integration: new Eurobarometer survey"

https://home-affairs.ec.europa.eu/news/what-do-europeans-think-about-migrant-integration-new-eurobarometer-survey-2022-06-20_en

## Week 2. Migration in the early 20th century

**Class 1**
Read Excerpts from "The Man Furthest Down" by Booker T. Washington
https://www.gutenberg.org/files/61223/61223-h/61223-h.htm

**Journal/Reflection question**: What do you know about migration from East Europe to the United States in the early 20th century? What does Washington learn about the experiences of East Europeans while traveling that leads him to conclude that Eastern Europeans, and women in particular, are the "furthest down" in Europe?
**Class 2**
**Read**: Introduction: "Not a Golden Country" and "The Man Furthest Down" in *The Great Departure*

## Week 3: Post-1945 Migration: Citizenship, Work, and the Metropole
**Class 1**
**Read:** Rebuilding Western Europe: Adventures in Migration" in Gatrell, Peter. *The Unsettling of Europe: The Great Migration, 1945 to the Present: How Immigration Shaped a Continent.* New York: Basic Books, 2019.

"Swamped" in Osoluga, David. *Black and British: A Forgotten History.* New York: MacMillan Books, 2016.
**Presentation I: Understanding Europe through its Immigrants**

**Class 2**
**Read: "**Sheffield," "Paris," and "Amsterdam" in *Afropean*
**Watch:** *Les Misérables* (Ladj LY, 2019)

**Journal/Reflection question**: The motto of the European Union is "United in Diversity," however, "diversity" is an image of Europe that is unknown and/or unexpected both for those internal and external to Europe. Based on the readings and film, what is the image of European image of diversity and how is it expressed and received (in Europe)?

## Week 4: Solidarity and Social Mobility: The Student Migrants of Second World and "Third World" Outreach
**Class 1**
"Bandung" and "Belgrade" from Prashad, V.J. *The Darker Nations.* New York: The New Press, 2007.
"Race" by James Mark in *Socialism Goes Global: The Soviet Union and Eastern Europe in the Age of Decolonization.* New York: Oxford UP, 2022.
Watch "Peter Bossman Dobrodošel" (Welcome Peter Bossman)
https://www.youtube.com/watch?v=C45PU2fAXlY
**Presentation II: The Non-Aligned Movement and Second-Third World Solidarity**

**Class 2**

Maxim Matusevich " Journeys of Hope: African Diaspora and the Soviet Society” *African Diaspora* 1 (2008) 53-85.
"Ghana-Soviet Connection” Podcast with Nana Osei-Opare
https://www.slavxradio.com/ghana?t=0
Read "Moscow” in *Afropean*
Watch: "Tito in Africa” from the Museum of Yugoslav History
https://www.youtube.com/watch?v=rItz1toaoQA

**Journal/Reflection question**: In "Race” James Mark argues that the second-third world connection was not much more than a moral stance taken in opposition to Western Europe. What is the image of the relationship that emerges in the readings and videos assigned for this week?

**Week 5:  The Iron Curtain Falls: Post-Socialist Intra-European and Transatlantic Migrations**
**Class 1**
Read: "The Freedom Train” in *The Unsettling of Europe*
Watch *Window to Paris* (Yuri Mamin and Arkadiy Tigay, 1993)
**Presentation III: Socialism's End – Europe's Opening?**

**Class 2**
**Read:** "Theorizing Roma Migration to Canada” by Zsuzsana Vidra and "It's Better to be a Gypsy in Canada Than Being a Hungarian in Hungary” by Judit Durst in *Roma Migration to and from Canada: The Czech, Hungarian and Slovak Case* edited by Zsuzsanna Vidra
Watch *Gipsy Queen* (Hüseyin Tabak, 2019)

**Journal Reflection Question:** What effect did the end of communism and state socialism in Eastern and Southeast Europe have on mobility? How does the migration and experience(s) of those migrants differ from other groups we have discussed in class? Use content from the readings and films to support your arguments.

==Turn in fact sheet topic and bibliography with five sources by Friday of this week==

**Week 6: War, Genocide, and (Im)mobility, Part One**
 **Class 1: The Yugoslav Wars in Context**
*Yugoslav* Writers and (re)framing identity in (im)migration, and statelessness
Excerpts from *Café Europa* by Slavenka Drakulić, *Culture of Lies* by Dubravka Ugrešić, and "The Sarajevo Market” by Igor Štik
**Presentation IV: The Yugoslav War and Literature**

**Class 2: Chinese Migrants in Southeast Europe**
Read "Introduction without Gravitas: Chinese Migrants in Transitional Economies” and "Filmic Representations of Chinese in Serbia, Croatia, Bosnia, and Slovenia” in *Chinese Migrants in Russia, Central Asia and Eastern Europe,* Felix Chang and Sunnie Rucker-Chang editors
Watch *Sorry for Kung Fu* (Ognjen Sviličić, 2004)
**Presentation V: Chinese Migration to Europe**

**Week 7: War, Genocide, and (Im)mobility Pt. 2**

Class 1&2:  Read Excerpts from *My Parents: An Introduction* by Alexander Hemon

**Week 8: War, Genocide, and (Im)mobility Pt. 2**
Continue reading: *My Parents: An Introduction*
**Class 2** <mark>Complete and Turn in Midterm Fact Sheet by Friday of this week</mark>

**Week 9: Tenuous Citizenship – The case of Slovenia's Erased and the Windrush Generation in the UK**
**Class 1:**
**Read:** "Minority statelessness and racialised citizenship: total infringement of citizenship" in Sardelić , Julija. *The Fringes of Citizenship: Romani Minorities in Europe and Civic Marginalization*
**Watch:** *Erased* (Miha Mazzini and Dusan Joksimovic, 2020)

**Class 2:**
Watch *Sitting in Limbo* (Stella Corradi, 2020)
<mark>**Topic and bibliography for Final Project Due**</mark>

**Journal/Reflection Essay:** The films and readings this week offer an image of citizenship that is tenuous at best. What does citizenship mean to you and how do the films challenge or support your idea of citizenship?

**Week 10-11: Post-EU Eastern Expansion and Eastern, East-Central, and Southeast European (Im)mobility**
**Class 1: "The Polish Plumber" Phenomenon and "Peripheral Whiteness" in Migration: EU Enlargement and the Schengen Zone**
**Read:** Noyes, Dorothy. "Blaming the Polish Plumber, Blaming the French Voter: Bogeys and Attributions of Belief in Liberal Politics" *Journal of American Folklore* American Folklore Society Volume 131, Number 522, Fall 2018
Böröcz, József. "Eurowhite" Conceit, "Dirty White" Ressentiment: "Race" in Europe. *Sociological Forum.* Volume36, Issue 4 December 2021. Pages 1116-1134
**Presentation VI: Eastern Expansion and (Re)defining Europe**

**Class 2:   Who gets to be European:  Migration and (Im)mobility**
Watch *Spare Parts* (Damjan Kozole, 2003)
**Select one Eurobarometer Survey on migration to discuss in class**

**Journal/Reflection Essay**
The goal of the Eastern expansion of the European Union was to create spaces for intra-European movement and articulate a new and diverse image of Europe. However, the readings and films for this week illustrate the challenges of such a process. What image of Europe is being constructed in the film and readings this week and how does this uphold or disrupt the image of Europe that was supposed to emerge following the Eastern expansion of the EU?

**Week 12: The Post-Soviet Condition and the afterlives of the Imperial Soviet Imagination and Affect**
**Read:** excerpts from Tlostanova, Mladina. *What Does it Mean to be Postsoviet?: Decolonial Art from the Ruins of the Soviet Empire.* Durham: Duke University Press, 2018.

**Read:** "Can the Post-Soviet Speak: On Coloniality of Knowledge, External Imperial and Double Colonial Difference" *Intersections. EEJSP*. 1(2): 38-58.

<mark>**Final Project Check in – Schedule time to meet with professor**</mark>

**Weeks 13-14: Post-EU Eastern Expansion and Eastern, East-Central, and Southeast European (Im)mobility**

The Balkans as The Border of Europe and Christianity

**Read:** "Images of Europe and the Process of the Western Balkan Countries" Accession to the European Union" by Tanja Petrović in *Constructing and Communicating Europe*

"Invisible Europe" in *The Age of Skin* by Dubravka Ugrešić

**Turn in final slide outline and bibliography for digital project**

**Week 15: Return and Myth of Return**

"Free to Stay or Go" in *the Great Departure*

Watch *Fraulein* (Andrea Statka, 2006)

**Your papers and digital projects will be due on the date and time posted for the final exam.**

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

|  | Program Goals | | |
|---|---|---|---|
|  | **Goal 1**<br>**Lang. Proficiency** | **Goal 2**<br>**Analytic Skills** | **Goal 3**<br>**Cult. Appreciation** |
| **Prerequisites** | | | |
| Russian 1101<br>-(including all decimal suffixes) | Novice Low/Mid | NA | Novice Low |
| Russian 1102<br>-(including all decimal suffixes) | Novice Mid/High | NA | Novice Mid |
| Russian 1103<br>-(including all decimal suffixes) | Novice High | NA | Novice High |
| Russian 1133 | Intermediate Low | NA | Intermediate Low |
| Russian 2250.01/99<br>-or- | NA | Novice | Novice |
| Russian 2335.01/.99 | NA | Novice | Novice |
| **Required Courses** | | | |
| Russian 2104<br>-(including all decimal suffixes) | Novice High/ Intermediate Low | NA | Novice High/Intermediate Low |
| 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 |
| **Language Elective Courses (9 credits)** | | | |
| 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)**

| Course | | | |
|---|---|---|---|
| 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 -(including all decimal suffixes) | NA | Intermediate | Intermediate |
| Slavic 3711 | NA | Intermediate | Intermediate |
| Slavic 3797.02 | NA | 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 |