
Term Information

Effective Term Autumn 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 3321
Course Title Queer Comrades (and Zines): Sexual Citizenship and LGBTQ Lives in Eastern Europe
Transcript Abbreviation LGBTQ EE Zines
Course Description Through the lens of film, literature, and art, this course explores what it means to be a queer citizen of Eastern Europe. Countering ideas of inherent backwardness of the region, we will get to know works of art that bear witness to the wealth of queer experiences in 20th century Eastern Europe. Includes a semester-long research project involving zine making.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 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 Not open to students with credit for 3320
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Research Seminar

Course Details

Course goals or learning objectives/outcomes

- navigate the field of Eastern European queer studies
- apply the conceptual framework of sexual citizenship productively and question narratives of social progress
- practice academic research skills

Content Topic List

- I. SAME-SEX LOVE IN THE EARLY 1900s
 - II. Sexual Revolutions
 - III. QUEER SURVIVAL UNDER STATE SOCIALISM
 - IV. INTEGRATION AND EXCLUSION AFTER SOCIALISM
 - Scholarly research and outreach
 - Print periodicals, zines, and citizenship
- No

Sought Concurrence

Attachments

- 3321_syllabus_2024_10_04.pdf: Syllabus
(Syllabus. Owner: Tuxbury-Gleissner, Philip)
- 3321_citizenship_form_2024_10_04.docx: Citizenship GE Worksheet
(Other Supporting Documentation. Owner: Tuxbury-Gleissner, Philip)
- 3321_inventory2024_10_04.docx: HIP Research/Creative Worksheet
(Other Supporting Documentation. Owner: Tuxbury-Gleissner, Philip)
- Curriculum Maps Russian Major - Oct 4 2024.docx: Curriculum Map Russian Major
(Other Supporting Documentation. Owner: Tuxbury-Gleissner, Philip)

Comments

- Please note that this course is a four-credit HIP version of the already existing Citizenship GE course SLAVIC 3320.
(by Tuxbury-Gleissner, Philip on 10/04/2024 06:18 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tuxbury-Gleissner, Philip	10/04/2024 06:18 PM	Submitted for Approval
Approved	Tuxbury-Gleissner, Philip	10/07/2024 02:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/17/2024 01:27 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/17/2024 01:27 PM	ASCCAO Approval



Syllabus

SLAVIC 3321

Queer Comrades (and Zines): Sexual Citizenship and LGBTQ Lives in Eastern Europe

Spring 2025

4 Credit Hours

Hybrid: 37.5% online asynchronous (equivalent of one 80-minute class meeting), 62.5% in person (one 80-minute and one 55-minute meeting)

Course overview

Instructor

- Dr. Philip Tuxbury-Gleissner, Assistant Professor of Slavic and East European Languages and Cultures
- tuxbury-gleissner.1@osu.edu
- Office Hours: Tu 2:00-3:00, Th 12:00-1:00 (in person or Zoom)
 - <https://osu.zoom.us/j/98734083730?pwd=YlZlVm5CZWYzVmhzY1oL1gzblEU3dz09>

Note: My preferred method of contact is email.

Course description

Through the lens of film, literature, theater, and art, this course explores what it means to be a queer citizen of Eastern Europe. Over the last 15 years, a surge in discriminatory public discourse and lawmaking, accompanied by private and state-sanctioned violence targeting the LGBTQ community has drawn attention to this part of the world. In the 21st century, it appears that in this region trans and queer people are again declared alien to the body of their respective nations and denied recognition as equal citizens, which seems to contrast American and Western European queer histories that are idealistically (although not necessarily truthfully) framed in terms of progress.

But this is not merely a course about homo- and transphobia in a region that is so commonly represented as delayed in terms of social progress. Countering ideas of inherent backwardness, which tend to erase the existence of a diverse group of people, we will get to know works of art that bear witness to the wealth of queer experiences in 20th century Eastern Europe. How were LGBTQ people integrated into or/and excluded from their national communities? How did they navigate their environments and manage to find ways to express their identities and organize



their own communities and counterpublics? Featuring examples from Albania, Czechoslovakia and the Czech Republic, Hungary, Poland, Russia and the Soviet Union, and Serbia, this course aims to highlight commonalities as much as the diversity of experiences across Eastern Europe.

As a high impact four-credit course, this class has a strong focus on your own research. 25% of the course are dedicated to creating your own zine on LGBTQ issues and culture in Eastern Europe. Making a zine for distribution is an activity of scholarly public outreach. It will be based on your carefully developed and thorough research on a specific topic and informed by our discussions about the role of print media for marginalized communities in their pursuit of representation and recognition as citizens.

But your learning from this project will be broader than the mastery of a specific media format (the zine) or topic (LGBTQ issues and culture in Eastern Europe). You will learn to figure out how a specific genre or media format works, how it can be leveraged to express your own ideas and make them legible to others. This is a transferrable skill, as, during your career, you will have to learn to use many formats of communication (reports, grant proposals, social media, internal communiques, client-facing documents, websites, presentations, etc.) You will need to engage with project management tools, software for collaborative projects, skills in presenting and giving constructive feedback—all of this you will practice in this course. In addition, you will reflect on how these tools can be leveraged in work advocating for a just and diverse world.

A note on the course delivery: This course is run in tandem with the course Slavic 3320: Queer Comrades. Our asynchronous online sessions and first meeting of the week will be held together with this course, and we will cover the content on Eastern European LGBTQ culture. During our Friday sessions, we will be focusing exclusively on our zine projects.

Our Research Practice in This Course

The disciplinary approach of this course is that of Slavic and East European queer studies with a strong cultural studies emphasis. It is practiced this way by scholars of Russian and East European literature, film, and culture in the United States and Europe. You will encounter many of them in our readings.

Our focus is to develop an understanding of values, ideals, mechanisms of oppression, practices of community building and social advocacy relating to sexual orientation and gender identity. We do this through the analysis of cultural forms (film, literature, art). The expectation for our research outputs is that they engage with such original materials as well as the theoretical and scholarly debates of the kind that you get to know in this class. As a result, we gain new insights on our topic, possibly in a way that can inform future cultural practices, policy, or activism. In your zine projects, you are expected to communicate this kind of analysis and the resulting conclusions.

Increasingly, scholarship, especially at large public research universities, is understood as publicly engaged. We don't only write highly specialized articles and monographs but also break this knowledge down to make it accessible to broad audiences. The zine is an excellent example



of this. You need to develop a high-level critical understanding of the topic and then transform it into a format that is easily accessible and can be distributed amongst your peers. Imagine your friends and roommates as your audience.

Course expected learning outcomes

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

1. navigate the field of Eastern European queer studies, identify its key problems, themes, and concepts as well as its relationship with American queer studies.
2. outline the history of both the oppression and criminalization of LGBTQ folks in Eastern Europe, as well as their practices of community building and cultural preservation.
3. differentiate and draw parallels between elements of queer life within Eastern Europe at various historical moments across the 20th century and compare them to American society.
4. apply the conceptual framework of sexual citizenship productively and question narratives of social progress in a differentiated manner.
5. imagine queer futures and solidarities across national borders.
6. identify and leverage the role of print media for experiences of citizenship, sexual citizenship, and the expression of marginalized communities.
7. practice academic research skills, such as library research, evaluation, summarization, and critique of scholarly sources
8. learn how to master the conventions of a specific publication format, here a zine, through critical reflection and practice.

General education goals and expected learning outcomes

As part of the Citizenship for a Just and Diverse World theme, this course is designed to prepare students to be able to achieve the following goals, formulated by the Ohio State General Education curriculum:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.



- a. Engage in critical and logical thinking about the topic or idea of the theme.
 - b. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
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.
- a. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - 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
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- a. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
 - b. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
4. Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
- a. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
 - b. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change

How the courses addresses the GE goals:

Approaching the experience of LGBTQ people through the conceptual lens of sexual citizenship, this course analyzes citizenship as a category of legal, social, political, and cultural belonging to the national communities of Eastern Europe. It pursues a deepened understanding of theoretical approaches to the study of gender and sexuality. The course provides an in-depth engagement with the unique regional social and cultural formations around queerness, compares them to the American context, and thereby allows students to develop a complex understanding of sexual identity as a culturally determined category in the context of social and political regulations of citizenship. A central focus of this class are the activist struggles of Eastern European queer people in the 20th and 21st century—not just for legal recognition of their relationships and for social participation, but for their survival, the observation of their basic human rights. Focusing



on these efforts of building more just and diverse societies in Eastern Europe, this class seeks to envision a more equitable and inclusive world.

The research project for this class (the zine) not only doubles down on these dimensions. It also engages with questions of scholarly communication and the zine as a concrete media format in advocacy for diverse representation and justice. Our continuous discussion of the use of zines for organizing and representing marginalized communities is initiated by readings and reflection assignments. This focus is maintained throughout the class.

How this online course works

Mode of delivery

This course is 37.5% online. The online component of the course is asynchronous, i.e. there are no required sessions when you must be logged in to Carmen at a scheduled time. Every week, we meet in person once for 80 minutes (work on our thematic content together with the students from SLAVIC 3320) and once for 55 minutes (in smaller groups, to work on your research projects without the students from SLAVIC 3320).

Pace of online activities

The online component of our course consists of weekly readings and lectures, accompanied by short lecture quizzes and writing assignments. The focus of the online part of our class is often on historical context, basic factual information, overview of scholarship, and theoretical frameworks. You need to **complete the week's scheduled online work by Monday night, 11:59 PM**. In addition to preparing readings, you should expect to spend around 80 minutes on completing the online lectures and attached assignments.

We meet in person on Wednesdays. The focus of these meetings is often on interpreting films, literary texts, or discussing the application of specific theories.

You need to prepare materials, e.g. read texts or watch films in preparation of both the online and the in-person component of the class.

Our Friday meetings focus on our work for the research projects. Sometimes, you need to prepare specific readings, but oftentimes the assignments are more practical in nature.

Credit hours and work expectations

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 12 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.



Participation requirements

Because this is a hybrid course, your attendance is based on your online activity and participation in class. The following is a summary of students' expected participation:

Participating in online activities

Before you start watching the weekly online lectures, you need to review the assigned readings for the week's online content. Then you need to watch the lectures. Depending on our schedule, this might be either one longer lecture or several shorter ones. In both cases, however, quizzes and short reflection discussion board posts are interjected into the lectures. Your completion of these assignments contributes to 50% of your participation grade in this course.

Participating in in-person classes

Twice a week, we meet for an in-person class. These class meetings are discussion based. Although there may be short introductory and review lectures, much of our class consists of work in small groups, large group discussions, and worksheets. Our four quizzes will also be taken at these in-person class meetings on Thursdays.

Office hours and live sessions

The weekly in-person class meetings are mandatory. Office hours can be attended online or in person and are optional.

Course communication guidelines

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

Writing style

We often will have short writing assignments (so-called "thinking through writing" exercises), both online and in person. While you should aim for correct spelling and punctuation, these do not have to be polished in style. The purpose of these exercises is predominantly to develop and exchange ideas.

Tone and civility

Our goal should be to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. It is very important for me that we build a mutually supportive community. This includes learning each other's names and pronouns and sharing our own knowledge as much as creating space for others to share.



Citing your sources

When we have academic discussions, please cite your sources to back up what you say. In informal discussion board posts, list at least the title and page numbers. For formal assignments (journal entries), provide a full citation.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

- Kuzmin, Mikhail. *Wings* (London: Hesperus Press, 2007). \$17

Optional

- Ryzinski, Remigiusz. *Foucault in Warsaw*. (Rochester: Open Letter, 2021). \$16 – *We read about 50 pages of the book. You might want to read the whole book, just out of interest. So, consider buying the book.*

Other fees or requirements

We watch one film in this class, which is only available through the streaming service Netflix (*Operation Hyacinth*). As per university regulations, you are responsible for obtaining access to this service yourself.

You are required to buy one zine of your choosing. There are numerous online vendors and stores in Columbus that sell zines (detailed information on Carmen). You can expect to spend around \$10 on this. Also, you should expect to spend ca. \$15 on the materials and copying of your zine. *If these expenses constitute a challenge for you, please let me know, so I can guide you to resources.*



Readings provided via Carmen

Note: Here I cite complete book titles. We commonly read selections, and page ranges given in weekly schedule below can give you a sense of how much you have to read each week. Full citations of each individual chapter and article are given on Carmen.

- Alexander, Rustam. *Regulating Homosexuality in Soviet Russia, 1956-91: A Different History*. Manchester: Manchester University Press, 2021.
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso, 2006.
- Cassiday, Julie A. *Russian Style: Performing Gender, Power, and Putinism*. Madison: The University of Wisconsin Press, 2023.
- Habermas, Jürgen. *The Structural Transformation of the Public Sphere. An Inquiry into a Category of Bourgeois Society*. Translated by Thomas Burger. Cambridge, Mass: MIT Press, 1989.
- Healey, Dan. *Homosexual Desire in Revolutionary Russia : The Regulation of Sexual and Gender Dissent*. Chicago: University of Chicago Press, 2001.
- Huebner, Karla. "The Czech 1930s through Toyen." In *Czech Feminisms: Perspectives on Gender in East Central Europe*, edited by Iveta Jusová and Jiřina Šiklová, 60–76. Bloomington: Indiana University Press, 2016.
- Josephson, Jyl J. *Rethinking Sexual Citizenship*. Albany: State University of New York Press, 2015.
- Kolářová, Kateřiná. "The AIDSed Perestroika: Discourses of Gender in Negotiations of Ideological Consensus in Late-Socialist Czechoslovakia." In *The Politics of Gender Culture under State Socialism: An Expropriated Voice*, by Hana Havelková and Libora Oates-Indruchová, 235–56. London: Routledge, 2014.
- Kondakov, Alexander Sasha. "Challenging the Logic of Progressive Timeline, Queering LGBT Successes and Failures in Ireland and Russia." *Sexualities* 26, no. 1-2 (2021): 1–20.
- Kondakov, Alexander. "Rethinking the Sexual Citizenship from Queer and Post-Soviet Perspectives: Queer Urban Spaces and the Right to the Socialist City." *Sexualities* 22, no. 3 (2019): 401–17.
- Kurimay, Anita. *Queer Budapest, 1873–1961*. Chicago: University of Chicago Press, 2020.
- O'Dwyer, Conor. *Coming Out of Communism: The Emergence of LGBT Activism in Eastern Europe*. New York: NYU Press, 2018.
- Piepmeier, Alison. "Why Zines Matter: Materiality and the Creation of Embodied Community." *American Periodicals: A Journal of History & Criticism* 18, no. 2 (2008): 213–38.
- Slootmaeckers, Koen. "The Europeanization and Politicization of LGBT Rights in Serbia." In *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia*, edited by Katalin Fábíán, Janet Elise Johnson, and Mara Lazda, 389–93. London: Routledge, 2021.
- Szulc, Lukasz. *Transnational Homosexuals in Communist Poland. Cross-Border Flows in Gay and Lesbian Magazines*. Cham: Palgrave Macmillan, 2018.



- Takács, Judith. “Legalizing Queerness in Central-Eastern Europe.” In *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia*, edited by Katalin Fábíán, Janet Elise Johnson, and Mara Lazda, 246–54. London: Routledge, 2021.
- Triggs, Teal. *Fanzines*. San Francisco, CA: Chronicle Books, 2010.
- Tsvetaeva, Marina. “Mon Frère Féminin: Letter to the Amazon.” *The Kenyon Review* 35, no. 4 (2013): 118–36.
- Warner, Michael. *Publics and Counterpublics*. Cambridge, MA: Zone Books, 2002.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software



- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Attendance and Participation, Online and In-Person	15%
Quizzes	15%
“Imagining...” blogposts	15%
Midterm Reflection	10%
Final Reflection and Queer East European History Timeline	10%
Zine project	35%
Total	100%

Description of major course assignments

Attendance and Participation: Online (7.5%)

You need to watch all the recorded lectures, complete the lecture quizzes, and associated short reflection posts. Both of these assignments involve reflecting on or responding to the lecture content AND the assigned readings, which you are expected to read ahead of the lectures. The quizzes are graded automatically. The discussion board posts are completion credit. However, to receive completion credit, you need to



write them in a serious manner, demonstrating explicit and critical engagement with the prompt. If I am under the impression that your post does not reflect such critical engagement, I will notify you the first time it happens, explain what is lacking, and offer to discuss further how to improve. If it occurs repeatedly thereafter you cannot get credit for insufficient posts.

- **Academic integrity and collaboration guidelines**

You have to complete the quizzes and discussion board posts on your own, without consulting with classmates. You are **not** allowed to use artificial intelligence tools, such as ChatGPT.

My understanding of reading a text is that you read it yourself, possibly using a screen reader to help, underline relevant parts, or take notes in the margins, to be prepared for discussion.

Attendance and Participation: Online (7.5%)

Participation grades are posted three times per semester. The expectations for the respective grades are:

A You are **present in class**, did **homework assignments/readings**. You **actively** participate with **meaningful and original** contributions. You engage with the **contributions of others**, encouraging a discussion that accommodates **diverse experience and opinions**.

B You are **present in class** and are ready to answer questions when approached by the professor, but do **not take the initiative** to participate. Or: you demonstrate that you have **read the assigned texts** but might not have been able to come up with your own thoughts or ideas about them. Or: you may not have done the complete homework but **make up for it through active participation in class**.

C You are present in class, but do not actively participate and are not ready to actively contribute or answer questions when asked. In your in-class writing assignments you **cannot demonstrate that you have read the assigned texts or retained information from them**. You did not do the assigned homework.

E You are not present in the classroom or missed more than 25% of the class meeting.

Quizzes (15%)

We have four in-class quizzes—at the end of each historical unit. Each quiz consists of fifteen multiple-choice and short-answer questions on the historical context of the unit, the specific texts we read, and the application of our framework of sexual citizenship to the specific cases discussed in the unit. The quizzes are timed to take twenty minutes, and you can make arrangements to take the quizzes with extended time through SLDS.



If you miss a quiz, it is your responsibility to schedule a time with me to take the quiz within seven days of its syllabus date.

Mid-Semester Reflection (10%)

Rather than doing a reflection at the very end of the semester, I am asking you to write a three-page reflection paper by week 11. In this paper, I want you to reflect on your learning so far. How has your understanding of Eastern Europe, queer history, and citizenship (both in the concrete context of our theme and as applicable to your own lives today) evolved? How do the models of sexual citizenship that we have encountered so far compare to the one you know from your own society? You will also need to identify which of our citizenship learning goals you think you still need to work on and imagine what approach to the content of the remaining semester might help you with that.

- **Academic integrity and collaboration guidelines**

You are expected to work on this paper on your own.

“Imagining...” Blogposts (15%)

At the end of each historical unit, you need to write a blogpost (submission through Carmen discussion board) of 500-700 words. Detailed instructions, a grading rubric, as well as a model for the blogposts can be found on Carmen. You need to summarize the constellation around citizenship and LGBTQ experiences during the respective time period, focusing on one region (Soviet Union, Poland, Czechoslovakia, etc.): What are the rights of queer people? How are they perceived in terms of belonging to the national community? Based on these observations and the primary texts (novels, films, art) we discussed in class, you need to creatively imagine queer tactics for life in the respective period. What could people do to maintain their communities, express their true selves, or demand justice?

These posts need to explicitly engage with the scholarship we read in class. You need to reference (and cite) at least one relevant scholarly text and one relevant primary text.

Please refer to the grading checklist for these posts on Carmen to understand how I grade them.

- **Academic integrity and collaboration guidelines**

You are expected to write these blogposts yourself, without the help of ChatGTP.

Final Reflection and (Queer) East European History Worksheet (10%)



Your final assignment consists of two equal parts.

1.) Queer East European History Worksheet

In week 13, I provide you with the template for a worksheet that consists of 20 rows (one for each day when we discussed East European queer history) in two columns (one for general East European history and one for East European history regarding sexual citizenship and LGBTQ+ rights).

Your assignment is to put a relevant historical event, date, and one-sentence explanation in each field. You also need to put the citation for a scholarly article or chapter from our course readings addressing the respective events in at least ten of the fields. You will, thus, create your own timeline of East European history.

Detailed instructions and samples are provided on Carmen.

2.) Final Reflection

Revisit your midterm reflection and write two more pages, explaining how your knowledge has evolved since week 10, addressing also how you approached learning about the GE learning goals that you had identified in the preceding reflection as needing more attention.

○ **Academic integrity and collaboration guidelines**

You are expected to do both the reflection and the worksheet on your own, without the help of classmates or AI.

The Zine: An Outreach-Oriented Research Project (35%)

The zine project is a central element of this course. The continuous engagement with the project throughout this semester is what makes this a high impact course worth four credits. This project involves authentic research activities and thinking about the ways we communicate our expert knowledge to broad audiences.

Developing our research practice and model for scholarly communication (the zine) takes a good amount of time, which is why we get started with it right in the very first week. Our 55-minute meetings in small groups every Friday are dedicated to a continuous conversation about the topic. We start with an overview of the zine as a media format—through the lens of scholarly writing on the topic and by reviewing zines.

Throughout the course, we practice cultural analysis for queer studies. This approach provides the backbone also for your zines. We practice this not only in our weekly class discussions but also in the four “Imagining…” blog posts. We start this kind of analysis in weeks 2 and 3, first through the discussion of a Youtube video, then through the discussion of a Czech feature film. We also see the approach modeled in many of our readings, from Cassiday in week 2 to Kolářová in week 12.



Given the current state-sponsored anti-LGBTQ violence in Eastern Europe, especially Russia, the stakes of this kind of research are high. Scholarship, especially with a public outreach focus, becomes a kind of advocacy for justice. At the same time, Western scholars need to carefully weigh off their positions, as to not be perceived as imposing an alien position. In week 2, we read the so-called Russian Gay Propaganda Law, which casts queerness as a non-Russian (possibly Western) imposition. The discussion of this law provides the baseline for our understanding of this problem, where scholarship needs to clearly advocate for justice without being perceived as moralistic or, even worse, an imperialistic intellectual imposition.

In our course and our zines, we work with openly accessible published materials—film, literature, art—so the research does not introduce additional visibility for queer people that could put them at risk. We will, however, discuss the problem of visibility created by scholarship vis-à-vis surveillance states and persecution in week 3. You will watch a lecture on queer periodicals in post-Soviet Russia that addresses this very issue of research ethics. In other words, although it is not directly applicable to your research in this class, you will be aware of a contemporary ethics issue in East European queer studies.

Before diving into all the elements of the project below, please review this overview of numerous component parts, which add up to a total of 100 points.

Please note that this overview does not feature due dates. Reference our Carmen course calendar. Adding numerous dates to this syllabus would be utterly disorienting. Also note that although this may look like A LOT of work, many of the items listed here are small tasks. They allow you to continuously build toward the result: your own zine on LGBTQ issues and culture in Eastern Europe.

There will be detailed checklists on Carmen and in our shared Teams folders. The goal of the breakdown in the syllabus is to give you a first overview.

Format	Item	Points	Graded or Completion
Preparatory Tasks: Reflection Posts			
Discussion board post	Post I: <i>The Role of Print Media for Experiences of Citizenship</i>	5	G
Discussion board post	Post II: <i>Print Media for Marginalized Communities</i>	5	G
Discussion board post	Post III: <i>What Are Zines and How Do They Matter</i>	5	G
Discussion board post	Post IV: <i>Post-Course Reflection</i>	5	G
Zine Critiques			
Carmen upload	<i>Zine Critique I</i>	10	G
Carmen upload	<i>Zine Critique II</i>	10	G
The Zine Itself			
Discussion board post	A 300-word reflection about ideas for your zine project: Decide your rough topic	6	C



	Post first bibliography of ten references, two for each thematic block		
Word doc on Teams	Submit revised bibliography: fifteen references, polished citation format, one sentence for each source, explaining why it's relevant to the topic and reliable as a scholarly source	6	G
Word doc on Teams	Finish textual content for first two two-page spreads.	3	C
Word doc on Teams	Revise your first two two-page spreads and finish textual content for remaining three two-page spreads	3	C
Word doc on Teams	Revise your remaining two-page spreads and finish textual content for introduction and conclusion pages, as well as bibliography	3	C
Folder on Teams	Start research for visuals: add at least 20 images to folder	1.5	C
Word doc on Teams	Finalize all textual content.	18	G
Bring to class!	Bring mock-up of your zine to class. Don't glue it yet.	1.5	
Bring to class!	Assemble and create a minimum of eight copies of your zine <i>No late assignments allowed!</i>	6	C
Grade on Carmen, posted by me	Grade of your complete zine, assessing overall composition, thematic coherence	12	G
Total Points		100	

Some More Details on the Component Parts of the Zine Project

Reflection Posts (20 pts, i.e. 5 pts each):

The Role of Print Media for Experiences of Citizenship

Based on our discussion of the connection between print media, national/political communities, and citizenship, write a reflection post of 600-900 words, in which you explain how print media have historically contributed to our experiences of citizenship. You need to cite from both of our readings (Habermas and Anderson), using Chicago Style footnotes.

Detailed instructions and a rubric can be found on Carmen, and I encourage you to review them as early possible.

Print Media for Marginalized Communities



Based on our discussion of the connection between print media and the expression of marginalized communities, you need to write a reflection post of 600-900 words, in which you explain how these communities have created their counter-publics through their own kinds of media. You need to cite from our readings on Day 1 (Piepmeier) and Day 3 (Warner), using Chicago Style footnotes.

Detailed instructions and a rubric can be found on Carmen, and I encourage you to review them as early possible.

What Are Zines and How Do They Matter

Based on our discussion of zines, you need to write a reflection post of 600-900 words, in which you explain how communities have created their counter-publics through their own kinds of media. You need to cite from our readings (Piepmeier and Warner), using Chicago Style footnotes.

Detailed instructions and a rubric can be found on Carmen, and I encourage you to review them as early possible.

Post-Course Reflection

Based on your whole experience in this course, both engaging with the theories about print, East European LGBTQ+ history, and your engagement with the zine project, write a reflection post of 600-900 words. What did you learn about the role of media in creating spaces for social participation as citizens, for community organizing, and for creating a just and diverse world? Comment on how you could replicate the steps of your zine project to master other writing genres or formats of scholarly outreach.

Detailed instructions and a rubric can be found on Carmen, and I encourage you to review them as early possible.

Zine Critiques (20 pts):

Over the course of this class, you will need to prepare two zine critiques: one of a zine of your choosing (that you purchased or traded) and one of a peer's zine. You will need to record these and post them to our Carmen page. They should be three minutes long, summarizing form and content, explaining its strengths and weaknesses, and the ways in which the zine contributes to amplifying the voice of a community and arguing for the creation of a just and diverse world.

Detailed instructions and a rubric can be found on Carmen, and I encourage you to review them as early possible.

Zine Critique I

A zine of your choosing. For this assignment, you need to go to a store (online or, better yet, in person) or a zine fair, look through their selection of zines, and buy/trade one that speaks to your interest and appears promising for a review (5% of your assignment grade for completion), then you need to carefully prepare your review and record it (80% of assignment grade, graded), and, in the end, watch at least three presentations and leave a short comment (5% each for completion).



Zine Critique II

Same task as the first critique, but this time for a peer's zine. You need to carefully prepare your review and record it (85% of assignment grade, graded), and, in the end, watch at least three presentations and leave a short comment (5% each for completion).

Zine Projects (60 pts):

Over the first couple of weeks of the semester, you will have developed a very clear notion of what a zine is. Now it's time to create your own. This project combines in-depth research on our course topic (LGBTQ+ in Eastern Europe) and practicing your work in a genre that combines scholarly and creative expression for a public audience.

Your zine will consist of the following component parts: a cover, an introductory editorial, five thematic page spreads, a conclusion. Each page features blocks of texts of cultural analysis that you need to prepare (referred to as "textual content" below) and illustrative visuals. You are graded both on the quality of the textual content and the way you assemble it to create a visually appealing publication.

You need to develop your own thematic focus. It is of central importance that your zine focuses on this focus in terms of sexual citizenship, i.e. the ways in which policies, laws, and social norms regulate gender and sexuality, determining the lived experience and culture of LGBTQ+ people.

Two sample zines

Topic: Queerness and Religion in Eastern Europe

Cover: an artistic collage of film stills, officials, maps, protests, ...

Introductory editorial: explaining to the reader what Eastern Europe is, some of its geography and history, and what role religion plays there and how it regulates, together with the state, citizenship in the respective societies

Page spread one: Queer readings of medieval religious texts in Russia (maybe with reference to Kuzmin's novel that we read in class)

Page spread two: The Russian Orthodox Church's position on gender and sexuality today

Page spread three: The Polish Catholic Church's position on gender and sexuality today, through the lens of artist Daniel Rycharski

Page spread four: The Polish film *In the Name of...* as an example of artistic commentary on the Catholic Church and sexuality today

Page spread five: Communist Atheism and the decriminalization/persecution of LGBTQ+ people under state socialism, based on Soviet propaganda art

Conclusion: A refined commentary on the waves of political homophobia in some contemporary religious organizations and its connection to lawmaking and sexual citizenship



Topic: Lesbian Cinema in Eastern Europe

Cover: an artistic collage of film stills

Introductory editorial: explaining to the reader what Eastern Europe is, some of its geography and history, and what role lesbian cinema plays there

Page spread one: Lesbian cinema worldwide—a more detailed analysis of what lesbian cinema even is, what it's history is, and how it illustrates ideas of sexual citizenship

Page spread two: The Hungarian film *Another Way*, with text explaining plot, historical context, reception; film stills or photos of authors and actors

Page spread three: The Russian film *Land of the Deaf*, ...

Page spread four: The Croatian film *Fine Dead Girls*, ...

Page spread five: A discussion of queer film festivals in Central Europe as a source of community and belonging

Conclusion: your commentary on what can be learned from these cases, maybe a critique of specific features of the films and their engagement with ideas/ideals of sexual citizenship, ideas for what needs to be studied more, maybe an announcement of your next zine ;)

Many of these steps will happen on Microsoft Teams, which works best for sharing, editing, and commenting on files. You may not like Microsoft Teams, but the reality of the contemporary workforce is that we need to be adaptable and able to quickly learn how to use different kinds of software and interfaces—and make the best of it...

Late assignments

An assignment is late if not turned in by the due date. For late assignments, I will reduce the grade by 2 points for each day that it is late. If you have a legitimate excuse for not turning in work on time, you must request an extension before the assignment is due.

Grading Scale

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



Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Grading and feedback

- For large weekly assignments, you can generally expect feedback within 7 days.
- I will reply to emails within **48 hours during school days**. In the middle of the semester, it can happen that I miss a message. Please do never hesitate to approach me before or after class or during office hours to follow up.

Preferred contact method

Email but I will also respond to Carmen messages, of course.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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

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

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

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

Copyright for instructional materials

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

Statement on title IX

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

Commitment to a diverse and inclusive learning environment

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

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

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

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me



know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates. Especially the component parts of your research project have complex due dates. Reflecting all dates in this spreadsheet would make it illegible. **All due dates are on our Carmen calendar—please keep a close eye on that.** Note that I provide full citations for readings on Carmen.

Week	Online Learning	In-Person Meeting I (together with Slavic 3320)	In-Person Meeting II (small groups, zine project)	Assignments Due
1	<p>Introductions, Course Goals & Expectations, Requirements</p> <p>Homework: Review syllabus</p> <p>Lecture: Course introduction</p> <p>Discussion board: Introduce yourself; three questions about Eastern Europe and queer studies</p>	<p>Warmup: (Sexual) Citizenship in Our Society and Eastern Europe</p> <p>Homework: Read “In Poland, the Home of ‘LGBT-Free Zones’, There Is Hope at Last for the Queer Community,” and “Russia Declares Gay Rights Movement as ‘Extremist’.”</p> <p>Discussion of topics and concepts: citizenship, sexual citizenship in the USA and Eastern Europe</p>	<p>Introductions</p> <p>Homework: Read Piepmeier, “Why Zines Matter” (25 pp.)</p> <p>Discussion of learning goals and the project and its component parts</p>	
2	<p>Introduction to Eastern Europe</p> <p>Homework: Read Magocsi’s “Mapping Stateless Peoples: The East Slavs of the Carpathians” (30 pp.)</p>	<p>The Framework of Sexual Citizenship</p> <p>Homework: Read the intro to Cassidy’s <i>Russian Style</i> (15 pp.), the Russian “Gay Propaganda Law”</p> <p>Discussion of sexual citizenship as regulation of</p>	<p>Background: Print Media and Citizenship</p> <p>Homework: Read Anderson, “Introduction” and “The Origins of National Consciousness” in his <i>Imagined Communities</i> (1-8, 37-46) and Habermas, “Institutions of the Public</p>	



	<p>Lecture: What is Eastern Europe?</p> <p>Discussion boards: Reflections on the connection between nation state, national identity, and citizenship</p> <p>Lecture quiz</p>	<p>performance, based on the a Youtube video by students of Ulyanovsk Institute of Civil Aviation</p>	<p>Sphere” in his <i>The Structural Transformation of the Public Sphere</i> (31-42).</p> <p>Discussion. How do print media shape societies’ understanding of themselves as national and political communities—and of individuals as citizens?</p>	
3	<p>The Framework of Sexual Citizenship</p> <p>Homework: Read selections from the introduction to Josephson’s <i>Sexual Citizenship</i> (25 pp.) Optional reading: Kondakov’s “Rethinking the Sexual Citizenship”</p> <p>Lectures: Expanding the framework: regulations of sexuality; sexual citizenship in Russia (Kondakov)</p> <p>Discussion boards: Reflection on sexual citizenship in America today; examples of policy addressing gender and sexuality</p> <p>Lecture quiz</p>	<p>Testing Our Framework: Conditional Acceptance in East Central Europe</p> <p>Homework: Watch <i>The Country Teacher</i> (director: Bohdan Sláma, 2008)</p> <p>Discussion of the film to extract an understanding of Czech sexual citizenship, ca. 2008</p>	<p>Background: Print Media and Subversion</p> <p>Homework: Read Warner, <i>Publics and Counterpublics</i>, 65-124; listen to recorded lecture by Dr. Gleissner: “Queer Periodicals in Post-Soviet Russia: From Leningrad Underground to Transnational Publishing”</p> <p>Jamboard discussion on majority representation and citizenship in print media</p>	<p>By beginning of week: Buy a zine, post on designated discussion board post the title of zine; write Reflection Post 1 (<i>Print Media and Experiences of Citizenship</i>)</p>



I. SAME-SEX LOVE IN THE EARLY 1900s				
4	<p>Sexuality in Two Empires</p> <p>Homework: Read Kumary’s “The ‘Knights of Sick Love:’ The Queers of Kornél Tábori and Vladimir Székely.” (20 pp.) and Healey’s “‘Our Circle’: Sex between Women in Modernizing Russia” (15 pp.)</p> <p>Intro Lectures: Eastern Europe before WWI; Sexual Citizenship and Queerness in the Russian and Austro-Hungarian Empire</p> <p>Discussion board: 150-word response to both of the readings</p> <p>Lecture quiz</p>	<p>Kuzmin: <i>Wings</i></p> <p>Homework: Read part I of the novel (40 pp.)</p> <p>Discussion: Making sense of the plot and context of the novel; basic problems In-class quiz on Intro Unit</p>	<p>Zines</p> <p>Homework: Read Teal, <i>Fanzines</i>, 2-53.</p> <p>Discussion. What are zines and how do they matter?</p>	<p>By beginning of week write Reflection Post 2 (<i>Print Media for Marginalized Communities</i>)</p>
5	<p>Explaining Queerness in Imperial Russia</p> <p>Homework: Read Tsvetaeva, essay “Letter to the Amazon” and poem “Such Women.” (30 pp.)</p>	<p>Kuzmin: <i>Wings</i></p> <p>Homework: Read part II and III of the novel (70 pp.)</p> <p>Discussion: Kuzmin’s defence of queer sexuality and Tsvetaeva’s rejection thereof</p>	<p>Zine Critiques</p> <p>Homework: Watch four zine critiques, take notes on presenters’ commentary of form and content.</p>	<p>By mid-week record and post your zine critique</p>



	<p>Lectures: More context on Kuzmin (Oscar Wilde in Russia); the case of Marina Tsvetaeva</p> <p>Discussion boards: Greek themes in Tsvetaeva and Kuzmin</p> <p>Lecture quiz</p>		<p>Jamboard discussion. What makes an effective zine? How do we present marginalized communities that we may or may not belong to? Creation of a zine grading rubric</p>	
6	<p>Prerevolutionary Alternatives: Sex Reforms in European Context</p> <p>Homework: Read Healey’s “Our Circle. Sex between Women in Modernizing Russia” (29 pp.)</p> <p>Lecture: Attempts at reform in Russia and Western Europe</p> <p>Discussion board posts: Based on quick research, how was sexuality regulated in your country/state in the early 20th century; questions and answers about Imperial Russia</p> <p>Lecture quiz</p>	<p>Prerevolutionary Alternatives: Indigenous Concepts of Sexuality in Russia</p> <p>Homework: Read section on ‘third gender’ in Bogoras’ <i>The Chukchee: Religion</i> (11 pp.)</p> <p>Guest lecture by Dr. Dmitry Arzyutov</p> <p>Discussion of sexuality and indigenous groups in the Russian Empire</p> <p>In-class quiz on Unit I</p>	<p>Library Research and Assessing Your Sources</p> <p>Homework: Choose preliminary topic of your zine. Find six scholarly articles, book chapters, or books in the library catalogue. Write up the citations according to the Chicago Manual of Style, 17th edition. Post to discussion board</p> <p>Discussion of how to approach library research, how to assess the value of sources, Q&A about Chicago Style</p>	<p>By mid-week write reflection post 3 (<i>What Are Zines and How Do They Matter</i>), submit on Carmen.</p> <p>Quiz 1 on day 2 of week 6</p>



II. Sexual Revolutions

7	<p>Revolution!/?</p> <p>Homework: Read Healey’s “Perversion or Perversity? Medicine, Politics, and the Regulation of Sexual and Gender Dissent after Sodomy Decriminalization” (25 pp.)</p> <p>Intro lecture: The Russian Revolution and changes to Russian legislation of sexuality and relationships</p> <p>Discussion boards: Your understanding of socialism; Healey’s explanation of biomedical and social approaches to homosexuality</p> <p>Lecture quiz</p>	<p>How to Revolutionize Relationships</p> <p>Homework: Read Kollontai’s “Winged Eros” (20 pp.)</p> <p>Discussion: Socialist love—how would it be different?</p>	<p>Imagining Session</p> <p>Structured discussion to develop zine projects, work on refining zines and research.</p>	<p>“Imagining...” blogpost on Unit I due at 11:59 PM on Monday</p> <p>Due by mid-week: based on preliminary research, post a 300-word reflection about ideas for your zine project and bibliography of ten references, two for each thematic block.</p>
8	<p>Rethinking Sexual Citizenship in Central Europe</p> <p>Homework: Read Kurimay’s “Rehabilitating ‘Sexual Abnormals’ in the Hungarian Soviet Republic”</p>	<p>Non-Binary Gender in Czech: The Case of Toyen</p> <p>Homework: Read Huebner’s “The Czech 1930s through Toyen” (16 pp.) and watch Youtube video on nonbinary gender in the Czech language (10 minutes)</p>	<p>Zine Pitches</p> <p>Homework: Prepare your two-minute pitch of your zine, including three slides!</p> <p>Class activity: Two-minute pitches and discussion in small groups, using a rubric that</p>	<p>Due by mid-week: submit refined topic, revised bibliography: polished citation format, fifteen sources, one sentence for each source explaining why it’s relevant to the topic and reliable as a scholarly</p>



	<p>Intro lectures: Central Europe (≠ USSR) after WWI; regulation of sexuality in Hungary and Czechoslovakia</p> <p>Discussion board posts: Explain the difference between post-WWI Soviet Russia, (Soviet) Hungary, and Czechoslovakia</p> <p>Lecture quiz</p>	<p>Discussion: expression of gender in the Czech language and analysis of artworks by Toyen</p>	<p>assess form, as well as content—the latter in terms of our learning goals regarding Citizenship for a Just and Diverse World</p>	<p>source. Use provided worksheet and post to Teams.</p>
III. QUEER SURVIVAL UNDER STATE SOCIALISM				
9	<p>Jumping to Post-WWII State Socialism</p> <p>Homework: Read Alexander “Same-sex desire and sex education under Khrushchev” (25 pp.)</p> <p>Lectures: The conservative turn under Stalin; the arrival of state socialism to East Central Europe; a new approach to sexual citizenship</p> <p>Discussion board posts: What do you know about the Cold War? How was sexual citizenship</p>	<p>Another Way: Political Opposition and Lesbianism in 1950s Hungary</p> <p>Homework: Watch <i>Another Way</i> (director: Károly Makk, 1982)</p> <p>Discussion: How does the film connect (socialist!) opposition and sexual citizenship? In-class quiz on Unit II</p>	<p>Text Workshop 1</p> <p>Homework: Review the textual content of two of your group members (assigned), using the rubric provided.</p> <p>In class: In groups, discuss each contribution for ten minutes</p>	<p>“Imagining...” blogpost on Unit II due at 11:59 PM on Monday</p> <p>Quiz 2 on day 2 of week 9</p> <p>By mid-week finish textual content for first two two-page spreads, post to Teams doc</p>



	regulated in the American 1950s? Lecture quiz			
10	<p>The Surveillance State</p> <p>Homework: Read Takács “Legalizing Queerness in Central-Eastern Europe” (15 pp.) and excerpts from Rzyziński’s <i>Foucault in Warsaw</i> (20 pp.)</p> <p>Lecture: surveillance in Eastern Europe; legalization of homosexuality in Central Europe</p> <p>Discussion boards: First reactions to several themes in <i>Foucault in Warsaw</i></p> <p>Lecture quiz</p>	<p>The Queer Outsider under State Socialism</p> <p>Homework: Read additional excerpts from Rzyziński’s <i>Foucault in Warsaw</i> (30 pp.)</p> <p>Discussion: historical queerness in <i>Foucault in Warsaw</i></p>	<p>Text Workshop 2</p> <p>Homework: Review the textual content of two of your group members (assigned), using the rubric provided.</p> <p>In class: In groups, discuss each contribution for ten minutes.</p>	<p>By mid-week: revise your first two two-page spreads and finish textual content for remaining three two-page spreads, post to Teams doc.</p>
11	<p>Legal but Illegal: Sexual Citizenship Under State Socialism</p> <p>Homework: Read Szulc’s “Homosexual Activism in Communist Poland” (25 pp.)</p> <p>Lecture: further comments on Foucault and</p>	<p>Writing Queer History</p> <p>Homework: Watch <i>Operation Hyacinth</i> (director Piotr Domalewski, 2021)</p> <p>Discussion: homophobia in film noir; comparison: Rzyziński’s and Domalewski’s approach to queer history</p>	<p>Text Workshop 3</p> <p>Homework: Review the textual content of two of your group members (assigned), using the rubric provided.</p> <p>In class: in groups, discuss each contribution for ten minutes.</p>	<p>Mid-semester reflection due on Monday of week 11 at 11:59 PM</p> <p>By mid-week: Revise your remaining two-page spreads and finish textual content for introduction and conclusion pages, as</p>



	<p>intro to <i>Operation Hyacinth</i></p> <p>Discussion board: detailed reflection on Foucault</p> <p>Lecture Quiz</p>			<p>well as bibliography, post to Teams doc</p> <p>Start research for visuals: add at least 20 images to folder on Teams</p>
IV. INTEGRATION AND EXCLUSION AFTER SOCIALISM				
12	<p>Lecture: The end of socialism; the end of socialism and changes to sexual citizenship</p> <p>Homework: Read Kolářová’s “The AIDSed Perestroika: Discourses of Gender in Negotiations of Ideological Consensus in Late-Socialist Czechoslovakia” (25 pp.)</p> <p>Discussion boards: Reflect/imagine the meanings of the end of state socialism for (sexual) citizenship</p> <p>Lecture quiz</p>	<p>Homework: Watch film <i>Not Angels But Angels</i> (director Wiktor Grodecki, 1994)</p> <p>Discussion: How did the perception of queerness change after the end of socialism?</p>	<p>Assembly and Trouble-Shooting</p> <p>Homework: Create a mock-up of your zine to bring to class. Don’t glue it yet.</p> <p>In class: in groups, review your mock-ups, final assembly Q&A round</p>	<p>“Imagining...” blogpost on Unit III due at 11:59 PM on Monday</p> <p>Quiz 3 on day 2 of week 12</p> <p>By mid-week: finalize all textual content; post as Teams doc.</p>
13	<p>Activism and Politicization</p> <p>Homework: Read Sloopmaeckers’ “The Europeanization and Politicization of LGBT</p>	<p>Activism and Politicization: The Case of Belgrade Pride</p> <p>Homework: Watch <i>The Parade</i> (director Srđan Dragojević, 2011)</p>	<p>Zine Fair (Invite Your Friends!)</p> <p>Homework: Bring minimum of eight zine copies to class. <i>No late assignments.</i></p>	<p>Quiz 4 on day 2 of week 13</p>



	<p>Rights in Serbia” (5 pp.) and O’Dwyer’s “How the Hard Right ‘Europeanized’ Homosexuality: An Analysis of Party Rhetoric and Media Discourse” (15 pp.)</p> <p>Lecture: How did LGBTQ+ activism emerge and how did the topic become a central political issue?</p> <p>Discussion board: Reflect on how sexuality is an issue in current American politics</p> <p>Lecture quiz</p>	<p>Discussion: The entanglement of national and sexual identities in the film In-class quiz on Unit IV</p>	<p>In class: in new groups, present your zines, exchange zines (incl. for critique)</p>	
14	<p>Reflection I</p> <p>Homework: Re-read Josephson’s “Sexual Citizenship”</p> <p>Lecture: Looking back at a century of sexual citizenship in Eastern Europe</p> <p>Discussion boards: How has your understanding of sexual citizenship changed</p>	<p>Reflection II</p> <p>Homework: Read Kondakov’s “Challenging the Logic of Progressive Timeline, Queering LGBT Successes and Failures in Ireland and Russia” (20 pp.)</p> <p>Discussion: Is there such a thing as progress in terms of citizenship? And what should the future be?</p>	<p>Reflection</p> <p>Homework: Watch and comment on three zine critiques</p> <p>Concluding discussion.</p>	<p>By mid-week: Record and post your zine critique</p>



	a) in your own society and b) in Eastern Europe			
15	Optional: Watch review lecture and participate in review discussion board By doing so, earn two bonus points toward your final grade!			“Imagining...” blogpost on Unit IV due at 11:59 PM on Monday
Final assignment		Final reflection and worksheet, and post-course zine reflection are due on fourth day of scheduled exam session.		

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

Based on <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-doc-citizenship.pdf>, accessed on October 4, 2024

Overview.

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors; by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Approaching the experience of LGBTQ people through the conceptual lens of sexual citizenship, this course analyzes citizenship as a category of legal, social, political, and cultural belonging to the national communities of Eastern Europe. It pursues a deepened understanding of theoretical approaches to the study of gender and sexuality. The course provides an in-depth engagement with the unique regional social and cultural formations around queerness, compares them to the American context, and thereby allows students

to develop a complex understanding of sexual identity as a culturally determined category in the context of social and political regulations of citizenship. A central focus of this class are the activist struggles of Eastern European queer people in the 20th and 21st century—not just for legal recognition of their relationships and for social participation, but for their survival, the observation of their basic human rights. Focusing on these efforts of building more just and diverse societies in Eastern Europe, this class seeks to envision a more equitable and inclusive world.

The research project for this class (the zine) not only doubles down on these dimensions. It also engages with questions of scholarly communication and the zine as a concrete media format in advocacy for diverse representation and justice. Our continuous discussion of the use of zines for organizing and representing marginalized communities is initiated by readings and reflection assignments. This focus is maintained throughout the class.

Connect this course to the Goals and ELOs shared by all Themes Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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

ELO 1.1 Engage in critical and logical thinking.

All of the course’s learning goals are connected to the ELO of engaging in critical and logical thinking about the topic of LGBTQ experiences in Eastern Europe and the theme of sexual citizenship. In this course, students will learn to:

- navigate the field of Eastern European queer studies, identify its key problems, themes, and concepts as well as its relationship with American queer studies.
- outline the history of both the oppression and criminalization of LGBTQ folks in Eastern Europe, as well as their practices of community building and cultural preservation.
- differentiate and draw parallels between elements of queer life within Eastern Europe at various historical moments across the 20th century and compare them to American society.
- apply the conceptual framework of sexual citizenship productively and question narratives of social progress in a differentiated manner.
- imagine queer futures and solidarities across national borders.

In the first weeks, we develop the conceptual framework for this course by reading scholarly works (one brand new and one foundational older text) about sexual citizenship by Julie Cassiday and Jyl Josephson. I provide the content of an article on the same topic by Alexander Kondakov as a lecture. Then we practice the model by applying it to the Czech film *The.Country.Teacher*. This way, we build our own framework that provides the backbone for this course and prepares students for their own critical analyses of the course theme: queer experiences of social belonging in Eastern Europe as an example of sexual citizenship.

We practice critical and logical thinking about the topic in every single class meeting, which I lead as discussion-based seminars. These seminar meetings feature a variety of approaches and modes of engagement: open discussions, group work and short presentations, staged debates, super-short writing assignments for reflection, and worksheets for our in-person meetings; discussion boards for our asynchronous online meetings.

Attendance and participation make up for 15% of the grade to emphasize the importance of critical engagement in class. Students demonstrate their critical and logical thinking about the topic in the “Imagining...” blogposts, where they analyze primary works (literature and films) through the lens of our theoretical framework.

The zine project provides a highly engaged mode of critical and logical thinking, asking students to assess the value of scholarly works and connect them to the thematic focus of their zine.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

The readings for this course consist of primary texts (novels, films, artworks, etc.), theoretical texts and current scholarship on gender and sexuality in Eastern Europe. Many of our secondary readings were published in the last ten years, which means that students engage with the current scholarly discourse.

Students engage with the concept of sexual citizenship throughout the semester. It is introduced in the beginning, and students are required to re-read and comment on Josephson's introductory chapter on sexual citizenship in the final week.

An important exercise to practice scholarly engagement is the research for the zines. Through scaffolded research and assessment exercises (week 6 and 7) students develop their bibliographies, based on which they will shape the textual content of their zines.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

This class creates a dialogue between the students' observations about gender and sexuality in their own society and in Eastern Europe. This is a thread that also goes through many of our readings: from Cassidy in week 2 to Kondakov in week 15. These East European queer studies scholars are acutely aware that queerness is oftentimes perceived as a Western concept, alien to the national identities of the region. In the discussion of these texts, students will therefore evaluate their own culture and the ways in which it shapes their perception of gender and sexual identities as social concepts.

In this course, students apply methods of cultural, literary, and historical analysis that they have developed in the respective foundations courses. We approach films, novels, and art through the lens of formal analysis. Our repeated key question is: how did people in Eastern Europe experience sexual citizenship throughout various historical phases (Imperial, democratic, socialist, post-socialist)? How did they express their identity and argue for inclusion and against oppression in their writing and art? The four "Imagining..." blogposts, one on each historical unit, prompt students to practice this mode of thinking.

In mid-term and final reflections, they similarly need to summarize their learning on these questions, specifically in a comparative key that engages their knowledge about their own societies.

The zine project rehearses these skills in a more autonomous manner, without the guidance of lectures and class discussions. Moreover, here students learn to communicate their discoveries not merely in the common mode of quizzes and papers, but in an applied manner and for a general audience.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

On the first day of classes, I introduce ELOs and goals for this course and ask students to engage in a quiz. Moreover, I ask students to write a chain of short discussion posts to answer three questions: What do you know about Eastern European society? What is the place of queer people in American society? What do you want to learn in this course? This exercise not only gives us a baseline for future class discussions, but it also creates for the students a record of their intellectual development.

Mid-term and final reflection make students think about what and how they learned in this course, how they responded to challenging contexts, and how these new skills can serve them in the future. The initial discussion board posts allow them to look back and have a greater sense of self as a learner. Self-assessment is built into several of the assignments. Students need to evaluate other's work on the zine, provide and receive constructive feedback, and iteratively revise their work.

In the first couple of weeks, we look at zines together and students need to present and critique a zine they purchased. Based on these observations and theoretical readings, we develop a grading rubric together.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Approaching the experience of LGBTQ people through the conceptual lens of sexual citizenship, this course analyzes citizenship as a category of legal, social, political, and cultural belonging to the national communities of Eastern Europe. A central focus of this class are the activist struggles of Eastern European queer people in the 20th and 21st century—not just for legal recognition of their relationships and for social participation, but for their survival, for the observation of their basic human rights. We cover four time periods with distinct models for societies and ideas what it means to be resident and/or a citizen of those countries: the imperial period (Russian and Austro-Hungarian Empire in the early 20th century), the early revolutionary era (early Soviet Russia and pre-WWII states of Central Europe, 1920s), state socialism after WWII, and the post-socialist period. Moreover, the course is highly comparative: we continuously discuss commonalities and differences between Eastern European societies and cultures. This wide historical and regional lens allows us to analyze a broad range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical

communities. We develop the conceptual framework of sexual citizenship in the first weeks of classes and apply it to all our readings throughout the semester. For instance, the two novels that we read speak to the question of how queer people figure as citizens in very different historical moments: in the context of metropolitan imperial Russia during a period of legal liberalization in the early 20th century (Kuzmin: Wings) and under the conditions of state socialist surveillance in 1950s Poland (Ryzinski: Foucault in Warsaw).

Even in the quizzes, students are made to think about the significance of different historical citizenship models for LGBTQ people, when asked about different legal conditions pertaining to sexuality (censorship laws, divorce laws, anti-sodomy laws). One of the questions, for instance, prompts them to address the emergence of a new model of citizenship that, for a moment, could accommodate diverse sexual orientations and gender identities after the Russian Revolution: “In two sentences, explain what kind of medical discourse informed the decriminalization of homosexuality in Soviet Russia.” They will know the answer from our detailed discussion of a chapter on the topic by Dan Healey.

In their zines, students must explain one (or several) specific cultural contexts to focus on and refine their analysis of how LGBTQ people build communities, express their identities, respond to oppression, and organize politically to demand the same rights and protections as their fellow citizens.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

This course has a very strong focus on developing intercultural competence and the analytical toolkit that allows students to successfully act as global citizens.

First of all, students learn about a different part of the world that is often treated as peripheral and monolithic. They will come to understand that this region is culturally diverse and metropolitan, and featured in the 20th century several attempts at envisioning alternative models of more equitable and just societies, which included re-envisioning citizenship. This can serve to de-center and diversify the worldview of our students.

Second, the theoretical readings in this class have a strong emphasis on the question whether Western models of identity, citizenship, community, and belonging are applicable to Eastern Europe at all. On this abstract level, students practice a differentiated view of the world and think about which social ideals and values are universal and which are culturally determined. In the reflection papers (mid-term and final), we rehearse this comparative lens.

In the zine project, students develop in-depth expertise with one specific thematic or regional focus. Developing a medium that can present this knowledge to a broad American

audience allows them to demonstrate the knowledge and skills that are required for deep intercultural engagement and communication.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Across the 20th century, Eastern Europe witnessed several politically and ideologically determined approaches to diversity, equity, and inclusion. One example is the liberalization of reproductive rights and family laws in the early Soviet Union, which we discuss based on Alexandra Kollontai's "Winged Eros." We discuss how the early revolutionary approach to sexuality was replaced by the patriarchal Stalinist family model before the late socialist revisions of the same issues during the Cold War introduced yet another change. In all cases, films and literary texts allow us to analyze what impact these changes had on the lived experience of Soviet and East European people.

This class seeks to envision a more equitable and inclusive world. The four "Imagining..." blogposts that students write at the end of each historical unit further engage with equity and inclusion in an aspirational key. Students are prompted to summarize the conditions of queer experiences in the concrete historical and cultural context of the unit. Based on these observations and on the primary texts (novels, films, art) we discussed in class, they need to creatively imagine queer strategies for survival in the respective period. What could people do to maintain their communities, express their true selves, or demand justice, equity, and inclusion?

Both through theoretical reflection and practice of zine making, we learn about the role of print media in envisioning and advocating for diversity, equity, and inclusion. Asking students to buy (or trade) a zine of their own helps them develop a clearer notion of the real-world applicability of the medium. They engage with the medium as an expression of the quest for visibility and inclusion.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Answering the questions in this form, I used the phrases queer and LGBTQ as shorthand to designate a diverse group people, most of whom would not have referred to themselves in these terms. In this class, students will realize that queerness is a concept with a uniquely Western (if not American) genealogy. The common denominator for the diverse experiences that we discuss in this class was the notion of difference in terms of sexual and gender identity that were expressed in a variety of ways at different times. In Eastern Europe this difference determined access to justice, to specific civil rights (employment,

housing, free movement), ways to satisfy basic human needs (love, intimacy, friendship), and protection from violence, incarceration, and torture.

Eastern Europe is a powerful case study because it shows how experiences of sexual difference are indeed determined by complex constellations of cultural, religious, and ideological traditions (Catholicism and Orthodox Christianity, nationalism, communism) and structures of power (the autocratic imperial state, revolutionary socialism, Cold War-era state socialism, contemporary representative democracy and neoliberal capitalism). In the centralized states of Eastern Europe, these tensions played out most visibly at the center, but we also explore peripheral constellations (e.g. in the film *The.Country.Teacher*) and those marginalized by colonialism (e.g. Bogoras' *The.Chukchee;Religion*).

The midterm reflection prompts students to look at this through a comparative lens. The "Imagining..." blogposts aim to activate and refine students' approaches to social advocacy. In the zine project, they explore one specific topic in depth, which encourages them to look more closely at a specific constellation of cultural traditions and structures of power.

Based on <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/research-creative-inquiry-inventory.pdf>, accessed on October 4, 2024

Research and Creative Inquiry Course Inventory

Overview

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

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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

Accessibility

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

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number: SLAVIC 3321

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, or (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a substantial portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

The disciplinary approach of this course is that of Slavic and East European queer studies with a strong cultural studies emphasis. It is practiced this way by many scholars of Russian and East European literature, film, and culture in the United States and Europe.

Our focus is to develop an understanding of values, ideals, mechanisms of oppression, practices of community building and social advocacy relating to sexual orientation and gender identity. We do this through the analysis of cultural forms (film, literature, art). The expectation for our research outputs is that they engage with such original materials as well as the theoretical and scholarly debates of the kind that students get to know in this class. As a result, we gain new insights on our topic, possibly in a way that can inform future cultural practices, policy, or activism. In their zine projects, students are expected to communicate this kind of analysis and the resulting conclusions.

Increasingly, scholarship, especially at large public research universities, is understood as publicly engaged. We don't only write highly specialized articles and monographs but also

break this knowledge down to make it accessible to broad audiences. The zine is an excellent example of this. Students need to develop a high-level critical understanding of the topic and then transform it into a format that is easily accessible and can be distributed amongst their peers.

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

Developing our research practice and model for scholarly communication (the zine) takes a good amount of time, which is why we get started with it right in the very first week. Our 55-minute meetings in small groups every Friday are dedicated to a continuous conversation about the topic.

We start with an overview of the zine as a media format—through the lens of scholarly writing on the topic and by reviewing zines. Reflection posts (e.g. on the questions “The Role of Print Media for Experiences of Citizenship” or “What Are Zines and How Do They Matter”) prompt students to carefully think about this media format.

Throughout the course, we practice cultural analysis for queer studies. This approach provides the backbone for the students’ zines. We practice this not only in our weekly class discussions but also in the four “Imagining...” blog posts. We start this kind of analysis in weeks 2 and 3, first through the discussion of a Youtube video, then through the discussion of a Czech feature film. We also see the approach modeled in many of our readings, from Cassiday in week 2 to Kolářová in week 12.

Given the current state-sponsored anti-LGBTQ violence in Eastern Europe, especially Russia, the stakes of this kind of research are high. Scholarship, especially with a public outreach focus, becomes a kind of advocacy for justice. At the same time, Western scholars need to carefully weigh off their positions, as to not be perceived as imposing an alien position. In week 2, we read the so-called Russian Gay Propaganda Law, which casts queerness as a non-Russian (possibly Western) imposition. The discussion of this law provides the baseline for students’ understanding of this problem, where scholarship needs to clearly advocate for justice without being moralistic.

In our course and our zines, we work with openly accessible published materials—film, literature, art—so the research does not introduce additional visibility for queer people that could put them at risk. We will, however, discuss the problem of visibility created by

scholarship vis-à-vis surveillance states and persecution in week 3. Students watch a lecture on queer periodicals in post-Soviet Russia that addresses this very issue of research ethics. In other words, although it is not directly applicable to students' research in this class, they will be aware of a contemporary ethics issue in East European queer studies.

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

Every single class meeting engages with disciplinary research either passively (reading scholarly articles, chapters, etc.) or actively (practicing cultural analysis on queer studies and sexual citizenship questions, assessed also in the "Imagining..." blogposts). Students' zine reviews, which they share with each other, serve the purpose of getting to know the genre as an expression of creative and intellectual practice. Students learn how to review and critique constructively, which is another central element of scholarly labor in our discipline.

An important skill for the autonomous development of a research project is library research, including the assessment of quality of sources, which we practice actively in class and through homework assignments in weeks 6-8. Zine pitches in week 8 allow students to develop and refine their argumentative focus. In weeks 9-11, we actively work on developing the analytical content at the core of the zines. In our zine meeting in week 8, we discuss the framework and in the following weeks, students write their zine texts, bring them to class and review and refine through structured exercises with their peers and instructor. Finally, weeks 12 and 13 are dedicated to the concrete compilation of the zines and active presentation. We carefully engage with questions of audience and best practices for accessible scholarly communication.

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

In my discipline, we share our knowledge not only through conferences, books, and articles, which are largely aimed at a specialist audience, but also through a broad variety of media, including blogs, posters, social media channels, podcasts, interviews, and many more. In this course, we choose the media format of the zine for a very specific reason. It is used also by activists and marginalized communities to circulate their ideas, including LGBTQ+ people. The scholarly output thus matches the scholarly content.

Moreover, the goal is to model for our students a process of learning to use a specific media format, which includes reading theoretical works and asking questions about it (weeks 1-4, various readings), approaching and analyzing the format as such (zine purchase and first zine critique, weeks 3 and 5, final zine critique in week 14), and developing their own content to match the format (weeks 6-12). The structured nature of the zine development models how we break down such a project into individual and manageable steps.

Students thus acquire a transferable skill. They can follow similar steps to learn other genres—from podcast creation to writing grant proposals. Ultimately, this skill of being able to figure out a media format or genre is not limited to scholarly work but applies to many other changing and evolving media formats and genres that our students will have to master during their long careers in the active workforce. The final reflection prompts them to comment on this learning process, and the ways in which they could harness the approach in other professional contexts.

Students present their zines to each other at the zine fair during our final class meeting, to which they are encouraged to bring friend. Each student is also encouraged to share issues of their zine with friends or family. This way, the knowledge produced in our course is disseminated broadly and in an accessible and personally relatable format.

Curriculum Map for Russian Major (Updated 10/04/2024)

		Program Goals		
		Goal 1	Goal 2	Goal 3
		Lang. Proficiency	Analytic Skills	Cult. Appreciation
Prerequisites				
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
Required Courses				
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
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)

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 4520.99	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 3321	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