

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number Slavic 5  
 Course Title Introduction to Eurasia  
 Indicate if Seminar and/or Writing II course \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis X
- Social Analysis \_\_\_\_\_

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This is an interdisciplinary Area Studies course. In order to gain a holistic understanding of Eurasia, students will read and critically engage with literary and artistic works, historical documents, films, and music recordings, as well as secondary readings from the disciplines of geography, history, anthropology, and literary/cultural studies. For this reason, the course covers the GE Foundation areas of Arts and Humanities and Society and Culture. Because the course will incorporate physical geography and environmental issues, it may also be of interest to students of physical or life sciences.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Naomi Caffee, Lecturer

Do you intend to use graduate student instructors (TAs) in this course? Yes X No \_\_\_\_\_

If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

	2013-2014	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2014-2015	Fall	_____	Winter	<u>X</u>	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2015-2016	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes \_\_\_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

Present Number of Units: \_\_\_\_\_

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- |   |   |
|---|---|
| <p>❑ General Knowledge</p>                  | <p>Students will gain in-depth knowledge of the geographical, political, and cultural makeup of Eurasia, a vast region that is often considered marginal to Europe and East Asia, but which is of growing economic and strategic importance on the world stage. Each unit will take a popular Eurasian meal as a jumping-off point to explore pivotal moments of contact and conflict in Eurasia's past and present. This approach will also prompt students to examine the impact of overarching world systems on everyday life.</p>   |
| <p>❑ Integrative Learning</p>               | <p>The course will develop students' skills in reading, writing, discussion, research, and critical thinking.</p>   |
| <p>❑ Ethical Implications</p>               | <p>Students will consider the outcomes of imperialism and totalitarianism in Eurasian history, as well as the dilemmas of establishing democracy and preserving minority rights in the post-Soviet era.</p>   |
| <p>❑ Cultural Diversity</p>                 | <p>One of the central objectives of this course is familiarizing students with the cultural diversity of Eurasia. Assigned readings and class discussions will cover many types of sociocultural organization and group identity, from gender roles and family structure to tribes/clans, ethnicities, religions, youth subcultures, nationalities, and pan-national affiliations. Students will also critically examine the social and political mechanisms by which identities are formed and sustained. In doing so, students will gain the tools to reflect on these processes both worldwide and in their own communities.</p> |
| <p>❑ Critical Thinking</p>                  | <p>Critical thinking is implicit in the structure and goals of this course. Students will be taking a decentralized approach to Eurasian cultures, and calling into question the very concept of Eurasia itself. They will engage in critical analysis of the course material, while at the same time undertaking their own original research for presentations and term papers.</p>  |
| <p>❑ Rhetorical Effectiveness</p>           | <p>Students will have several opportunities to craft and evaluate arguments using primary and secondary sources: group presentations, weekly written responses to unit discussion questions, long-answer essay questions on the midterm exam, and a 6-7-page term paper. Thoughtful participation in class discussions will also be a graded component of the course.</p>   |
| <p>❑ Problem-solving</p>                    | <p>Students will analyze and debate various approaches to ethnic conflict, the protection of human rights, environmental conservation, globalization, and the building of civil society.</p>  |
| <p>❑ Library &amp; Information Literacy</p> | <p>Students will learn research techniques in order to locate sources for group presentations and a term paper. They will receive instruction on how to use several resources available through the Young Research Library.</p>   |

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- |   |                   |         |
|---|-------------------|---------|
| 1. Lecture:   | <u>3</u>          | (hours) |
| 2. Discussion Section:                                  | <u>1</u>          | (hours) |
| 3. Labs:  | <u>          </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>          </u> | (hours) |
| 5. Field Trips:   | <u>          </u> | (hours) |

**(A) TOTAL Student Contact Per Week** **4** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- |                                  |            |         |
|----------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>.5</u>  | (hours) |
| 2. Reading                       | <u>3.5</u> | (hours) |
| 3. Group Projects:               | <u>1</u>   | (hours) |

- |                                     |          |         |
|-------------------------------------|----------|---------|
| 4. Preparation for Quizzes & Exams: | <b>1</b> | (hours) |
| 5. Information Literacy Exercises:  | <b>1</b> | (hours) |
| 6. Written Assignments:             | <b>3</b> | (hours) |
| 7. Research Activity:               | <b>1</b> | (hours) |

**(B) TOTAL Out-of-class time per week** **11** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**

Slavic 5: Introduction to Eurasia  
 Dr. Naomi Caffee (naomi.caffee@gmail.com)



## Eurasia in Five Meals

What is Eurasia, who lives there, and why should anyone care? This course is an introduction to the history, culture, and geography of a diverse area that is often vaguely understood as “not quite Europe” and “not quite Asia,” yet somehow also both at the same time. We will begin our study of Eurasia in all its paradoxical glory by experiencing a vital part of Eurasian culture: its food! Each unit will take a popular Eurasian meal as a jumping-off point to explore moments of contact and conflict, historical events, and the impact of overarching world systems on everyday life. In the words of Napoleon Bonaparte, one of Eurasia’s many famous would-be conquerors, we will “march on our stomachs” through our study of this fascinating part of the world.

By the end of this course, in addition to learning about (and hopefully tasting) horsemeat dumplings, fermented camel’s milk, and a variety of mayonnaise-drenched delicacies, we will discover a region that has been home to several of history’s most powerful overland empires, as well as its most notorious figures: Genghis Khan, Alexander the Great, Ivan the Terrible, and many more. In addition to surveying Eurasia’s storied past and cultural heritage, we will also explore contemporary issues in the modern states of Russia, China, Mongolia, Kazakhstan, Uzbekistan, Kazakhstan, Tajikistan, Iran, and Azerbaijan.

By analyzing historical documents, memoirs, works of literature, films, blogs, art installations, musical recordings, and academic works from the humanities and social sciences, you will become familiar with the following aspects of Eurasia:

- physical and political geography
- social organization and group identity: gender, families, tribes, ethnic groups, nations, and pan-national affiliations
- history of conflict, invasion, colonization, and cultural and economic exchange
- the interactions of Islam, Christianity, Buddhism, and shamanistic traditions

- literature, film, music, and the visual arts, as well as contemporary youth subcultures
- new challenges and opportunities presented by globalization

Additionally, students will have the opportunity to carry out an individualized research project on the topic of their choice.

<b>Assignments and Grade Breakdown</b>	
<b>Active Participation and in-class activities (20%)</b>	Coming to class on time and well-prepared; asking thoughtful questions; attentively listening to others; critically thinking and sharing opinions about the issues.
<b>Group presentations (10%)</b>	Students will work in groups of 2-3. Each group will be responsible for a 10-minute presentation and leading discussion on a particular unit question, historical event, or literary/artistic work.
<b>Short written assignments and quizzes (20%)</b>	By 5 PM each Monday, students must submit two discussion questions to the CCLE message board. By Wednesday at 5 PM, students must post a paragraph-long answer to one of their peers' discussion questions. Periodic map quizzes will be given in class.
<b>Midterm examination (15%)</b>	Students will complete a written examination on core facts and concepts in Eurasian geography, culture, literature, and history. The examination will consist of multiple choice, true/false, and long-answer essay questions.
<b>Term paper: Outline, Project Description, and First draft (15%)</b>	Term papers must be based on one of the 5 course units and engage with one of the readings listed as "optional" on the syllabus or with an alternative reading of the student's choosing. At the end of Unit 3 students will turn in paper proposals for instructor approval (2%). At the end of Unit 5 students will turn in an outline of their paper (3%). At the end of Unit 7 students will turn in a first draft and consult with the instructor about revisions (10%).
<b>Term paper: final draft and presentation (20%)</b>	Students will turn in a 6-7-page paper on the Monday of Finals Week (15%). They will present their project to the class during a mini-conference in Week 10 (5%).

### Grading Scale

A+ 100%	B+ 87-89%	C+ 77-79%
A 95-99%	B 83-86%	C 73-76%
A- 90-94%	B- 80-82%	C- 70-72%

### Unit 1: Setting the table (1 week)

#### Topics:

- Introduction to Eurasia's basic geography, cultures, and modern political borders
- Explore the varied and often politically charged uses of the term "Eurasia," and critically discuss where its boundaries have been drawn throughout history
- Overview of Eurasia's history of invasions and exchanges
- Overview of the study of Eurasia from the disciplines of history, anthropology, geography, sociology, and literary/cultural studies

#### Readings and other materials:

- Select maps from University of Texas Perry-Castañeda Library Map Collection: <http://www.lib.utexas.edu/maps/asia.html>
- Library of Congress Central Asia photo collections: <http://www.loc.gov/rr/amed/guide/nesc-centralasia.html>.
- Shnirelman, Victor. "To Make a Bridge: Eurasian Discourse in the Post-Soviet World." *Anthropology of East Europe Review* 27, no. 2 (2009): 68–85.
- Excerpt from Norris, Stephen M., and Willard Sunderland. *Russia's People of Empire: Life Stories from Eurasia, 1500 to the Present*. Indiana University Press, 2012.

#### Optional reading:

- Excerpts from Laruelle, Marlène. *Russian Eurasianism: An Ideology of Empire*. Washington, D.C. Baltimore, Md: Johns Hopkins University Press, 2008.
- Grant, Bruce, "We Are All Eurasian," ASEEES Newsnet 52, no. 1 (January 2012). <http://aseees.org/newsnet/2012-01.pdf>.

### Unit 2: Pilaf, Manti, and Kumis (2 weeks)

#### Topics:

- The interdependence and frequent conflict of settled and nomadic peoples
- The origins and relationship of Turkic, Altaic and Indo-European languages
- Religious diversity of Eurasia; diversity within Islam
- Nationalism and conflict in modern Central Asian nation-states; focus on the Fergana Valley
- Genre, language, and thematic content in contemporary Central Asian literature

#### Readings and other materials:

- Selections of poetry from the Tashkent and Fergana literary schools: Sandzhar Ianyshv, "Mulberry" and "Tashkent as a Mirror;" Shamshad Abdullayev, "Genus" and "Manifesto of the Fergana School of Poetry;" Sukhbat Aflatuni, "Kapchagai" and "The Word."
- Excerpts from Sahadeo, Jeff, ed. *Everyday Life in Central Asia: Past and Present*. Bloomington: Indiana University Press, 2007.
- Excerpts from Beckwith, Christopher I. *Empires of the Silk Road: A History of Central Eurasia from the Bronze Age to the Present*. Princeton University Press, 2009.
- Short documentaries: BBC's *Lenin's Children* and NHK's *Steep Road to the Oasis: Uzbekistan and Kyrgyzstan*.

- Daniel Gallegos and Zhanara Nauruzbayeva, “The Borrowed Kazan” <http://theborrowedkazan.wordpress.com/> and “The Broken Kazan” <http://thebrokenkazan.wordpress.com/>.

### Optional readings:

- Megoran, Nick. “Shared space, divided space: narrating ethnic histories of Osh.” *Environment and Planning A* 45 (4): 892-907.
- Liu, Xinru. *Connections across Eurasia: Transportation, Communication, and Cultural Exchange on the Silk Road*. Exploration in World History; Variation: Exploration in World History. New York, N.Y. [etc.]: McGraw-Hill, 2007.

## Unit 3: Tea and Candy (2 weeks)

### Topics:

- Genre of travel writing in Eurasia
- The role of Eurasia in empires and commercial networks of the Early Modern world
- Rise of Muscovy
- Travelogues of English visitors to Muscovy
- The voyage of Afanasy Nikitin, the “Russian Marco Polo.”

### Readings and other materials:

- Excerpts from Nikitin, Afanasik Nikitich. *Afanasy Nikitin’s Voyage beyond Three Seas: 1466-1472*. Trans. Stepan Apresyan. Moscow: Raduga, 1985.
- Sixteenth-century English travelogues of Muscovy in the time of Ivan IV in Berry, Lloyd E, and Robert O Crummey. *Rude and Barbarous Kingdom: Russia in the Accounts of Sixteenth-Century English Voyagers*. Madison [etc.], 1968.
- Rieber, Alfred. *The Struggle for the Eurasian Borderlands: From the Rise of Early Modern Empires to the End of the First World War*. Cambridge University Press, 2014.

### Optional readings:

- Ringrose, David R. *Expansion and Global Interaction, 1200-1700*. Longman World History Series. New York: Longman, 2001.
- Maxwell, Mary Jane. “Afanasii Nikitin: An Orthodox Russian’s Spiritual Voyage in the Dar al-Islam, 1468–1475.” *Journal of World History* 17.3 (2006) 243-266
- Lenhoff, Gail D., and Janet L. B. Martin. “The Commercial and Cultural Context of Afanasij Nikitin’s Journey Beyond Three Seas.” *Jahrbücher Für Geschichte Osteuropas*, Neue Folge, 37, no. 3 (January 1, 1989): 321–44.
- Martin, Janet. “Muscovite Travelling Merchants: The Trade with the Muslim East (15th and 16th Centuries).” *Central Asian Survey* 4, no. 3 (1985): 21–38. doi:10.1080/02634938508400510.

## Unit 4: Blini and Caviar (1 week)

### Topics:

- Asia and Eurasia in 19<sup>th</sup>-century Russian literature and thought
- Russian imperial identity



- Russian expansion into East Asia
- Cultural connections between Russia and East Asia (e.g. Japanese *ikura*)

### Readings and other materials:

- Select Russian poetry and prose: Aleksandr Blok, “The Scythians;” excerpts from I. Goncharov, *The Frigate Pallada*; excerpts from Anton Chekhov, *Sakhalin Island*.
- Film: *Dersu Uzala*. Dir. Akira Kurasawa. Mosfilm: 1975.
- Excerpts from Lim, Susanna Soojung. *China and Japan in the Russian Imagination, 1685-1922: To the Ends of the Orient*. Routledge Studies in the Modern History of Asia 79, n.d.

## Unit 5: Bread and Olivier (2 weeks)

### Topics:

- Life in Soviet Central Asia
- Soviet policy on nationalities and internationalism
- Changes in gender roles and family life in Soviet Central Asia
- Collectivization, industrialization, *korenizatsiia*, and mass deportation
- Genre of memoir writing in the former Soviet Union

### Readings and other materials:

- Shayakhmetov, Mukhamet. *The Silent Steppe: The Story of a Kazakh Nomad under Stalin*. London: Stacey International, 2006.
- Film: *Koryo Saram: the Unreliable People*, dir. Y. David Chung and Matt Dibble.
- Excerpts from Martin, Terry. *The Affirmative Action Empire*. Ithaca and London: Cornell University Press, 2001.
- Excerpts from Igmen, Ali F. *Speaking Soviet with an Accent: Culture and Power in Kyrgyzstan*. Central Eurasia in Context. Pittsburgh, Pa: University of Pittsburgh Press, 2012.

## Unit 6: McDonald’s and KFC (2 weeks)

### Topics:

- Contemporary Western China and Mongolia
- Eurasian cultures and subcultures in the wake of globalization
- Minority rights
- Uyghur diaspora and its literature
- Western perceptions of Eurasian culture

### Readings and other materials:

- Ahmatjan Osman, *Uyghurland, the Fathest Exile: Selected Poems*. Trans. Jeffrey Yang. HewesHeiser, 20s14.
- Excerpts from Bovington, Gardner. *The Uyghurs: Strangers in Their Own Land*. Columbia University Press, 2013.
- Film: *The Silk Road of Pop*. Dir. Sameer Farouq. Smoke Signal Projects: 2013.
- Videos: Lauren Knapp, “Live from UB: Rock & Freedom in the New Mongolia.” <http://livefromub.com/video/>

- Branigan, Tania. “Mongolian Neo-Nazis: Anti-Chinese Sentiment Fuels Rise of Ultra-Nationalism.” *The Guardian*, August 2, 2010, sec. World news.  
<http://www.theguardian.com/world/2010/aug/02/mongolia-far-right>.
- Carlos Barria, photo essay on Mongolian neo-Nazis:  
<http://www.theatlantic.com/infocus/2013/07/a-mongolian-neo-nazi-environmentalist-walks-into-a-lingerie-store-in-ulan-bator/100547/>

**Optional reading and viewing:**

- Excerpts from Gladney, Dru C. *Dislocating China: Muslims, Minorities, and Other Subaltern Subjects*. University of Chicago Press, 2004.
- Lozada, Eriberto P. “Globalized Childhood? Kentucky Fried Chicken in Beijing.” In *Feeding China’s Little Emperors: Food, Children, and Social Change*. Edited by Jun Jing. Stanford University Press, 2000.
- Marzluf, Phillip. “Words, Borders, Herds: Post-Socialist English and Nationalist Language Identities in Mongolia.” *Ijisl* 2012, no. 218 (2012): 195–216. doi:10.1515/ijisl-2012-0064.
- Film: *Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan*. Dir. Larry Charles. 20<sup>th</sup> Century Fox: 2005.



# New Course Proposal

## Slavic 5 Introduction to Eurasia

**Course Number** Slavic 5

**Title** Introduction to Eurasia

**Short Title** INTRO TO EURASIA

**Units** Fixed: 5

**Grading Basis** Letter grade or Passed/Not Passed

**Instructional Format** Lecture - 3 hours per week  
Discussion - 1 hours per week

**TIE Code** LECS - Lecture (Plus Supplementary Activity) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** None

**Course Description** Lecture, three hours; discussion, one hour (when scheduled). Interdisciplinary survey designed as introduction to Eurasia. P/NP or letter grading.

**Justification** This course allows students to be exposed to Eurasia as a region, through an interdisciplinary lens. As the department has recently undergone a departmental name change which is now Slavic, East European, and Eurasian Languages and Cultures, this course supports this larger expansion of the field and the offerings to the students.

**Syllabus** File [Slavic 5 - Syllabus \(Caffee\).docx](#) was previously uploaded. You may view the file by clicking on the file name.

### Supplemental Information

**Grading Structure** -Active Participation and in-class activities (20%)  
Coming to class on time and well-prepared; asking thoughtful questions; attentively listening to others; critically thinking and sharing opinions about the issues.  
-Group presentations (10%)  
Students will work in groups of 2-3. Each group will be responsible for a 10-minute presentation and leading discussion on a particular unit question, historical event, or literary/artistic work.  
-Short written assignments and quizzes (20%)  
By 5 PM each Monday, students must submit two discussion questions to the CCLE message board. By Wednesday at 5 PM, students must post a paragraph-long answer to one of their peers' discussion questions. Periodic map quizzes will be given in class.  
  
-Midterm examination (15%)  
Students will complete a written examination on core facts and concepts in Eurasian geography, culture, literature, and history. The examination will consist of multiple choice, true/false, and long-answer essay questions.  
-Term paper: Outline, Project Description, and First draft (15%)  
-Term paper: final draft 20%

**Effective Date** Winter 2015

**Instructor** Name: Naomi Caffee Title: Lecturer

**Quarters Taught**  Fall  Winter  Spring  Summer

**Contact** Name

E-mail

**ASIROH CHAM**

**asiroh@humnet.ucla.edu**

**[Routing Help](#)**

## ROUTING STATUS

**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Pending Action

**Role:** Department Chair or Designee - Cham, Asiroh (ASIROH@HUMNET.UCLA.EDU) -

**Status:** Approved on 10/14/2014 5:09:39 PM

**Changes:** No Changes Made

**Comments:** Approved per Slavic Chair, Prof. Ronald Vroon.

**Role:** Initiator/Submitter - Cham, Asiroh (ASIROH@HUMNET.UCLA.EDU) -

**Status:** Submitted on 10/14/2014 5:07:22 PM

**Comments:** Initiated a New Course Proposal

[Back to Course List](#)

---

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)  
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045