Overview

The United States has been called "the great American melting pot"—a hodge-podge of the peoples of the world—and some foreign visitors contend that it has no discernible culture or identity of its own. Is America a fondue of uniform taste and consistency? A mixed salad of various, separate components? A stew of blended but identifiable ingredients which has a flavor all its own?

In the largest wave of immigration to the U.S.—from the 1880s until 1914—tens of millions of people arrived from Central and Eastern Europe. Over the course of the 20th century, they were joined by millions more. This course will focus on the peoples from the areas of modern-day Russia, Ukraine, Belarus, Poland, Czech Republic, Slovakia, Lithuania, Latvia, Estonia, Hungary, Romania, Moldova, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Romania, Albania, Macedonia, Bulgaria, Greece, Kosovo, and Montenegro, as well as stateless groups like Ashkenazi Jews, Tatars, and Roma.

In this course we will explore ways in which one's ethnic culture and identity (traditional and contemporary, from one's homeland and in one's new environment) can manifest themselves in art, music, food, clothing, language, social structure, religion, worldview, etc. We will do this through posing a series of questions: What do people arrive with beyond their physical baggage? What do they choose to keep and discard from their native or heritage culture? How do they choose to "perform" or display this for themselves, to each other, and to outsiders? What benefits and costs come from maintaining a foreign ethnic identity in the U.S.?

Students will learn and discuss core concepts from a variety of fields, things such as language maintenance and shift; boundary construction and negotiation; material culture; generation gap; regional variation; endogamy and exogamy; and acculturation, assimilation, and transculturation. At the core will be the concept of identity and the many forms it can take. Students will also learn basic techniques of urban fieldwork and research in order to carry out interviews and projects later in the semester. All of these will come together in the process of trying to answer what it means to be "ethnic" in America.

The course will consist of at-home readings and writing assignments, in-class discussions and group work, essay tests, films, and optional fieldtrips, and it will culminate in the presentation of multimedia course projects based on an ethnic community from our target region in a U.S. locale and time period chosen by the student. Readings and discussions will expose students to a variety of disciplines and approaches, such as those from ethnography, sociology, history, psychology, sociolinguistics, and ethnomusicology.

Learning Objectives

After successfully completing this course, students will be able to:

* articulate the interrelation of identity and the many aspects of human culture ("Big C" and "Little c");
* systematically document, analyze, and present the many components of identity in an ethnic community using basic ethnography field methods;
* debate the different sides and complexities of assimilation and the metaphor of the "melting pot";
* outline the waves of immigration from Central and Eastern Europe into the U.S., place these waves in their U.S. and European socio-historical context, and discuss the processes of preservation of heritage identity and assimilation into American life of these populations from arrival up to the present;
* articulate verbally and in writing their own ethnic identity and their family's identity; how, when, and why it manifests itself; and how it has changed with time and intermarriage;
* take an informed stance on how the many facets of identity play out (short-term and long-term) in the national discussion of the impact on the United States of past and current immigration;
* discuss the process and mechanisms of the negotiation of ethnic identity;
* share with an audience original research on an ethnic community of their own choosing; and
* conduct future research (ethnographic, genealogical, historical, linguistic, etc.), aided by their familiarity with and experience using varied information sources and multidisciplinary approaches.
Texts and Materials
There is no textbook for this course. Articles will be made available through Canvas. Additional readings to investigate will be on reserve in the Wells Library. See the Bibliography and daily assignments for details.

Course Policies
Attendance
Successful learning is a cumulative process which requires diligent preparation and active participation. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on tests, quizzes, and homework. By missing class or coming to class unprepared, you are less likely to learn the material, you will be unable to participate fully in that day's lesson, you will require increasingly more time to do your homework, you will be unable to achieve your own learning goals, and you will deprive your classmates of opportunities to learn as well. With each absence your attendance and participation grades and understanding of the material will be seriously affected.

Daily grades are assigned to encourage steady, consistent effort. Class attendance and diligence in completing homework assignments are the most important components in studying any subject. Tardiness is not acceptable, since the very beginning of class is designed as a crucial part of warming up and reviewing past material. No lateness is acceptable, but lateness of more than five minutes will result in a reduction in your attendance and participation grade; habitual lateness will carry more serious consequences.

Excused absences include death in the family, military orders, religious holidays, or an excuse from your doctor. You should provide your instructor with a photocopy of any excuse for his/her records, and at that time you should show the original to your instructor as well. A list of religious holidays recognized by the university is available on the IU website (http://www.iub.edu/~vpfaa/welcome/forms.shtml#religious). A student should notify the instructor of an absence for a religious holiday at the beginning of the semester; notification of any absence should be made to the instructor as soon as possible. A small number of university-related curricular and co-curricular activities may also be excused; contact your instructor as soon as possible to ask if one qualifies.

Participation
Students will receive a participation grade for each class, based on a 0–5 scale:

0 = Did not attend class.
1 = Not prepared for class, does not participate.
2 = Rarely prepared; rarely able to answer when called on, rarely volunteers; does not stay on task during partner/group work.
3 = Usually prepared, but preparation inconsistent; answers when called on; incorporates past and current material when required; willingly participates in class activities; stays on task during partner/group work.
4 = Regularly prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; makes a conscious effort to incorporate past and current material as much as possible; volunteers answers to open questions (not directed at anyone).
5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; actively extends past and current material to relevant contexts beyond the scope of the course; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

Homework
Homework will be assigned for most class meetings. Do your homework each day and be prepared to turn it in and/or discuss it in class. Make every effort to keep up (especially with readings)—it is much easier than trying to catch up! Since completing homework assignments reinforces what you have covered in class that day, prepares you for the next class's activities, and identifies gaps in your understanding, it is crucial to complete it the day that it is assigned. Therefore for every day that an assignment is late, 10% is taken off its grade. If homework is submitted more than three days late, no credit will be given for it. However, it is still in your best interest to complete the assignment and show it to your instructor. He may choose either to look it over or to direct you to classmates so that you can check it by theirs.

E-mail as Official Means of Class and University Communication
E-mail will be the official means of communication for the class. This is in accordance with the University's official policy: "Official Indiana University e-mail accounts are available for all registered students. The University reserves the right to send official communications to you by e-mail with the full expectation that you will receive and read these e-mails in a timely fashion. As a student, you are expected to check your e-mail on a frequent and consistent basis in order to stay current with university-related communications. You should also avoid going over quota and missing important
messages. NOTE: If you choose to have your e-mail forwarded from your official University e-mail address to another address, you do so at your own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access to e-mail forwarded to any other address, and any such problems will not absolve students of their responsibility to know and comply with the content of official communications sent to their official IU e-mail addresses."

You will be responsible for checking your e-mail on a very regular (preferably daily) basis in order to receive any updates about the class, assignments, and student-instructor meetings.

Personal Conduct
Plagiarism (representing the work of others as your own) will not be tolerated. While students are encouraged to form study partnerships, each individual student is responsible for his/her own work. According to the IU Code of Student Rights, Responsibilities, and Conduct (http://studentcode.iu.edu/responsibilities/academic-misconduct.html):

3. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

You can also take a plagiarism quiz to make sure you understand (https://www.indiana.edu/~tedfrick/plagiarism).

In this course, you will be asked to express personal opinions and to talk and write about yourself, your family, and friends. If you prefer, you do not need to discuss or reveal any personal information that makes you uncomfortable or that you do not want to disclose. Feel free to contact your instructor with any concerns.

Discussion of sensitive topics often leads to conflicts of views. It would be difficult to avoid all disagreement on topics about which individuals have strong opinions. As a class, we should come to an agreement about the limits for acceptable behavior. Here are a few ideas to get us started. In this class:
1. Everyone has a right to be addressed in a respectful manner.
2. Everyone has a right to be listened to without interruption.
3. Everyone has a right to feel safe.
4. No one has a right to threaten, harass, or demean others in the class.

Chewing gum or eating is not acceptable in a discussion class. Soft drinks are allowed, as long as they do not interfere with your ability to speak.

Please turn off and put away cell phones during class. If you must have it on for an emergency (e.g., sick family member), please tell your instructor before class and arrange to sit by the door that day. Any student found text messaging (reading or composing) during class will receive a zero for that day's attendance and participation grade. Since this is an interactive seminar, it is highly preferable that you not use laptops in class, since students who do tend to miss out on subtle reactions from other students (and of course there is an overwhelming temptation to check e-mail, surf the Internet, etc.). Therefore, laptop use is discouraged. If you need it as an adaptive technology/accommodation, please inform your instructor at the beginning of the course.

From time to time, matters may come up that will require you to stop by your instructor's office. Every attempt will be made to find a mutually convenient time, but the responsibility is ultimately yours. The best way to arrange this is via e-mail. You should be prepared to find some time to meet with your instructor during normal "business" hours. If an emergency arises outside of these hours, please feel free to call your instructor at home (see phone number in the heading of this syllabus).

Tests and Grading
There will be quizzes (if necessary to ensure that students are doing the readings and assignments), two tests, a final written project with a class presentation, and a final essay exam. Class participation, including attendance, and written homework also figure into your grade.
Test Corrections and Error Analysis
Taking tests and getting grading feedback is an important part of the learning process. When you get your first two tests back, you will receive a worksheet on how to do test corrections and an error analysis. You will have up to two class meetings to make all corrections, identify why you made them, and submit your corrected, analyzed test to your instructor. (Students earning 90% or higher should submit their corrections and analysis the next class period; students earning below 90% should submit them by the second class meeting after receiving their graded tests.) This will not only make sure that you understand all of the material, but will also make you aware of your patterned mistakes and possible problems in how you are preparing for tests. For your efforts, you can earn up to a third of your points back!

80% Rule
The material and analysis in this course are cumulative. If you don't know what is in Week 5, practically speaking you cannot go on to Week 6 missing this foundation. Thus, 80% is considered to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the “C” range or below; while passing, it is not a very solid foundation to build on. So, if you achieve less than 80% on a test, you must see your teacher at least once, privately during office hours, to go over the mistakes you made on your test; this must be done prior to your taking the next test, preferably within a week of getting your graded test back. It is your responsibility to initiate and schedule this appointment. If you fail to meet with your teacher, you will not be allowed to take the next test.

Make-ups of Tests and Presentations
There will be no test or presentation make-ups, except in the case of death in the family, military orders, or an excuse from your doctor showing that you are physically incapable of taking the exam. Observance of religious holidays is considered an excused absence (see Attendance above), but notification should be made to the instructor at the beginning of the semester. Absences on test or presentation days due to a school-related academic event will be considered on a case-by-case basis; they will require documentation from a university official (instructor, advisor, faculty sponsor) and should be announced to the instructor in writing as soon as you know of a conflict.

Calculating the Final Grade
At the end of the semester your final percentage will determine your final grade, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation, in-class assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Homework (assignments [about 23], readings)</td>
<td>20%</td>
</tr>
<tr>
<td>Tests (2) (and quizzes, if necessary)</td>
<td>20%</td>
</tr>
<tr>
<td>Final project &lt;see description for grade breakdown&gt;</td>
<td>30%</td>
</tr>
<tr>
<td>Final essay exam [Fri., May 6, 2016, 12:30–2:30 pm]</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grades are calculated using the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97–100</td>
<td>A+</td>
</tr>
<tr>
<td>93–96</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
</tr>
<tr>
<td>88–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–87</td>
<td>B</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
</tr>
<tr>
<td>78–79</td>
<td>C+</td>
</tr>
<tr>
<td>73–77</td>
<td>C</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
</tr>
<tr>
<td>68–69</td>
<td>D+</td>
</tr>
<tr>
<td>65–67</td>
<td>D</td>
</tr>
<tr>
<td>0–64</td>
<td>F</td>
</tr>
</tbody>
</table>

Homework and Larger Assignments

Daily Homework Formatting, Submission
Assignments must be ready at the beginning of class, since we will usually be sharing the results in pairs or small groups.

Important: You must bring a typed copy (single-spaced, 10- or 12-point Times New Roman in Word or Rich Text Format) to class, which you will often share with your partner(s) and then turn in to be graded. You must also upload an electronic copy to Canvas. Make sure to cite your sources (interviews [who, when, where, how], books, websites): for website citations, remember to include the date when you accessed the data. Also make sure to have your name, the course number, the name of the assignment, and the date at the top of the page, as well as a Sources Cited list at the end.

Your instructor will provide feedback (corrections, suggestions, questions, comments) which you must address when you get your assignment back. You will not turn in these corrections (unless it says "Resubmit for credit"), but these corrected drafts may go into your project.

Final Project
These projects are meant to generate new, never before documented information or the compilation of small disparate sources on an ethnic group of your choice that has some connection to your life or family history. This is not a report on some well-documented immigrant group. During the course of the semester, you will have short assignments that will help you work
through picking a topic, finding materials, planning your research plan, carrying it out, presenting it to class, and ultimately submitting it as a completed product. Since the final product can take many forms (video, a photo montage, collection and analysis of disparate data sources, a written history, a series of interviews, etc.), there is not a specific page requirement. Your grade will be calculated from a series of assignments (topic, bibliography, update), a class presentation (in Weeks 13 and 14), and a final hard copy submission; these will be graded based on your thoroughness of investigation, search for and use of existing materials, and a meaningful contribution to existing knowledge on the subject. We will discuss this assignment in depth in class. Final hard copy submissions are due (preferably before) Mon., May 2, 2016, 12 noon (the Monday of Finals Week). See the full description later in this syllabus.

Style Manual
Since we will be doing a lot of writing in class, it is a good idea for you to follow a style manual in order to be consistent in how you cite works, etc. Different disciplines use different style manuals, so feel free to use the one that your discipline (major) uses. Popular style manuals include: American Psychological Association (APA), Modern Language Association (MLA), The Chicago Manual of Style, The Bluebook, etc. A summary of different style manuals is available on Wikipedia (http://en.wikipedia.org/wiki/Citation). If you don't have a preference or you are not sure, please use the Chicago Manual of Style, since it is preferred by the social sciences, which this course falls under. See the section "Academic Citation Format" later in this syllabus for examples and more information.

Tests and Final Exam
The two tests and the final exam will all be a mixture of short and long essays, and all will be cumulative ("cumulative" in the sense that while they will focus on the most recent material, they will draw from and build upon all previous class discussions, readings, and tests). Throughout the semester, we will be exploring the concepts listed on the first page of the syllabus: your understanding of them will change and evolve through the course, and these essays are meant to evaluate your progress. One good way to prepare for these is to use your syllabus as a study guide, since it contains the main concepts, terms, and questions of the course. You should supplement this with re-reading your class notes and skimming the articles, as well as study groups and bringing questions for the class review sessions.

Academic Misconduct
As a student at IU, you are expected to adhere to all the standards and policies of the code of academic conduct. Any suspected infractions of this Code will be handled according to the official rules and policies of the University. Penalties for infractions may result in a failing grade in the course or expulsion from the University. If an incident cannot be resolved between the instructor and the student, the matter will be taken to the Dean of Students and the instructor will abide by the decisions reached. See the Code of Student Rights, Responsibilities, and Conduct (www.iu.edu/~code) for full information.

Disability Statement
Any student who feels he/she may need an accommodation based on the impact of a disability must register with Disability Services for Students first. According to DSS guidelines, only students who have registered their disabilities with DSS are officially eligible for accommodations. When the disability has been registered, the student will receive a letter describing any accommodations necessary which must be presented to the instructor in the first week of classes. Please contact Disability Services for Students at 812-855-7578 in Wells Library W302 to coordinate reasonable accommodations for students with documented disabilities. More information is available on the DSS web site (http://studentaffairs.iub.edu/dss/).

Disclaimer
All information in this syllabus, including course requirements and daily lesson plans, is subject to change and should not be considered a substitute for attending class or for any information that is provided to you by your instructor.
Academic Citation Format

In citing sources for Perkowski analyses and for your project, you should use proper academic citation format. Here are two style manuals (among several) to choose from. You can choose either, but stick to one throughout the semester.

MLA STYLE MANUAL

Article or chapter in an edited book

Article in a scholarly journal

Novel (prepared by an editor)

Book by one author

Wikipedia article

Movie

Television episode

Personal interview
Holdeman, Jeff, interview by John Smith, September 10, 2015, transcript.

Source (and for detailed explanations and examples): MLA Style Manual (7th ed., 2009)
https://owl.english.purdue.edu/owl/resource/747/06/
https://owl.english.purdue.edu/owl/resource/747/07/
https://owl.english.purdue.edu/owl/resource/747/08/
https://owl.english.purdue.edu/owl/resource/747/09/

CHICAGO MANUAL OF STYLE

Article or chapter in an edited book

Article in a scholarly journal

Novel (prepared by an editor)

Book by one author

Wikipedia article

Movie

Television episode

Personal interview
Holdeman, Jeff, interview by John Smith, September 10, 2015, transcript.

Source (and for detailed explanations and examples): Chicago Manual of Style (16th ed., 2010)
https://owl.english.purdue.edu/owl/resource/717/03/
https://owl.english.purdue.edu/owl/resource/717/04/
https://owl.english.purdue.edu/owl/resource/717/05/
https://owl.english.purdue.edu/owl/resource/717/06/
https://owl.english.purdue.edu/owl/resource/717/07/
**Project Description and Guidelines**

These projects are meant to generate new information or the compilation of small disparate sources on an ethnic group of your choice that has some connection to your life or family history. This is **not a report** on some well-documented group (e.g., the Poles in Chicago, Russian settlements in California), but original research.

These projects can take many forms:
* study of an ethnic cemetery
* photo montage with narrative
* a study of one's ethnic family history as relates to: language, identity, travel, clothing, food, ... (pick one or an overview of all) [please consider limiting to one ethnicity]
* the history of an ethnic community or parish (through interviews, the compiling of an anthology of works found, church records, etc.)
* the history of an ethnic group in a state or city (highly preferably a group that has not been documented much or at all before)
* history of an ethnic club/society/brotherhood
* current state of an ethnic neighborhood, parish, club, etc.
* ethnic material culture in one's family
* a study/interview of a multi-generation immigrant family (acculturation, attitudes, language, religion, identity, etc.)
* "performance" of ethnicity at a festival
* extended narrative of a personal or family trip to "the Old Country" (with photographs, interviews with family members, etc.)
* ...

One way to generate a topic is to determine an area of interest from each of the following categories:

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>Aspect</th>
<th>Organization</th>
<th>Location</th>
<th>Time period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russians</td>
<td>language</td>
<td>individual</td>
<td>family</td>
<td>today</td>
</tr>
<tr>
<td>Ukrainians</td>
<td>clothing</td>
<td>family</td>
<td>neighborhood</td>
<td>recent history</td>
</tr>
<tr>
<td>Czechs</td>
<td>food</td>
<td>religious group</td>
<td>town</td>
<td>span of decades</td>
</tr>
<tr>
<td>Romanians</td>
<td>social structure</td>
<td>restaurants</td>
<td>city</td>
<td>century</td>
</tr>
<tr>
<td>Lithuanians</td>
<td>material culture</td>
<td>stores</td>
<td>region in a state</td>
<td>span of centuries</td>
</tr>
<tr>
<td>Serbs</td>
<td>business</td>
<td>parish</td>
<td>state</td>
<td>present and future</td>
</tr>
<tr>
<td>Hungarians</td>
<td>identity</td>
<td>neighborhood</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Poles</td>
<td>festivals</td>
<td>club/society</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Greeks</td>
<td>music</td>
<td>cemetery</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Albanians</td>
<td>arts</td>
<td></td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td></td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

So, a possible topic might be something like:

"Ukrainian language preservation in the Kravchuk family of Buffalo Grove, Illinois (1903 to the present)."

*Ethn gr.*  |  [Aspect]  |  [Organization]  |  [Location]  |  [Time]  |

You could choose to pick something that is relevant to your major:
* Business: ethnic stores, marketing to ethnic groups, ...
* Religious studies: ethnic parishes, intersection or ethnic and religious identity, ...
* Sociology: ethnic neighborhoods, families, identity, acculturation, festivals, ...
* Psychology: nostalgia, traumatic associations with the Old Country, identity, acculturation, ...
* Languages, cultures, linguistics: language and identity, native/heritage literacy, dialects within a community, language maintenance, code-switching, emblematic use of language, ...
* History: history of a community, re-writing or distortion of historical facts, legends, ...
* HPER: genealogical tourism, ethnic/heritage travel, ethnic diet and health, ethnicity and national sport, ...
* Political Science: ethnic politics, the human element in the immigration debate, political activism, ...
* Music: music and identity, ethnic orchestras, ethnic party bands, ...
* Comparative literature: ethnicity in literature (David Sedaris, Gary Shteyngart), stereotypes in literature, ...
* ...
Length of project
Since the final product can take many forms (video, a photo montage, collection and analysis of disparate data sources, a written history, a series of interviews, etc.), there is not a specific page requirement. Your grade will be based on your thoroughness of investigation, search for and use of existing materials, and most importantly whether it is a meaningful contribution to existing knowledge on the subject. We will discuss this assignment in depth in class. Your final project format must be approved by the instructor at least one month before the presentations.

In-class presentation
The 15-minute in-class presentations are 10 minutes of presentation with 5 minutes of responding to class questions and feedback. The presentation is an informal but structured description of the research and findings. A person doing a traditional paper might use a PowerPoint. A person making a video might show a preliminary draft or samples (video or audio) from interviews. A person compiling a cookbook might share recipes and quotes (and maybe prepared food). The formal work will be turned in to me during Finals Week, so this will be a sharing with the class on why you chose this topic, how you conducted your research, what you discovered, and what you think will be most interesting to your classmates (and teacher).

Breakdown of project grade (30% of final grade)

<table>
<thead>
<tr>
<th>Component</th>
<th>Deadline</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Project topic</td>
<td>Mon., Jan. 24, 2016</td>
<td>(HW assn)</td>
</tr>
<tr>
<td>3) Progress update #1 (what accomplished, what left to do)</td>
<td>Mon., Feb. 7, 2016</td>
<td>(HW assn)</td>
</tr>
<tr>
<td>2) Bibliography and/or list of materials to be used</td>
<td>Mon., Feb. 29, 2016</td>
<td>(HW assn)</td>
</tr>
<tr>
<td>4) Class presentation</td>
<td>Apr. 11–20, 2016</td>
<td>35%</td>
</tr>
<tr>
<td>5) Written submission of project</td>
<td>by May 2, 2016, 12 noon</td>
<td>65%</td>
</tr>
</tbody>
</table>

Another project format: Family Heritage Portfolio
If your family is from Central and East Europe and has preserved a good deal of ethnic identity and culture, instead of doing the project described above, you can complete a Family Heritage Portfolio (instructions and checklist available upon request), which documents all of the cultural and identity traits that we have covered in class. I will bring samples to class. If you are interested in this option, you will need to notify me when you submit your project topic on Mon., Jan. 25, 2016.

Checklist as you are doing your project, and also before you turn it in:

You probably have a "problem" (read: big points off) if:
* you haven't cited and footnoted your sources (those should come largely from your interviews, but might also occasionally be from books or Internet resources)
* you don't have any or many direct quotes
* you don't have any photographs which either 1) you took yourself, 2) you have a family member take for you, and/or 3) you got from a family photo archive
* you haven't cited the sources of your photographs
* you haven't identified all people mentioned in your work with their birth date/place and death date/place [if applicable] the first time you mention them in the text of your work (don't count on your reader to look that information up or dig it up in a family tree, even if you provide one)
* your paper contains more than about 30% material that you didn't generate yourself (thus, no more than 30% of your material can be from books or the Internet)
* you only have 5 pages (double-spaced) of text not including the cover and sources
* you do not have graphs or charts if you collected data or statistics
* you do not have a Sources Cited page at the end of your work (and remember that interviews with people are sources!)
Test Corrections and Error Analysis
(You can get up to a third of your points back for a thorough job!)

Test Corrections

When you get your test back, look over it carefully. You will have until the next class period to make all corrections, check them, and submit them to your instructor. If you got below an 80, you will have two class periods, since it will take much longer to make corrections, do rewrites, and perform the error analysis. The goal of this exercise is to figure out why you made these mistakes and work so that you will not make them again. Learning is cumulative (and involves a lot of repetition and practice), so you can expect to see these same types of questions again and again. Make sure not to miss points again on this material by making sure that you understand it.

1) In a different color ink or on a different sheet of paper, correct all mistakes. Where appropriate, write out the full sentence, not just the word that you missed.
2) First, look for careless errors that you know the answers to.
3) Then, correct errors for which you did not know the information (vocabulary, facts, concepts, etc.).
4) Check your answers with information in your notes and readings.
5) If needed, check your answers with a classmate. Get together one-on-one or meet as a group. Don’t just give each other the right answer, but discuss why that answer is right and why you got it wrong. Simply putting down the right answer without understanding it will not help you.
6) If you have questions that you still cannot answer, contact your instructor to set up an appointment or to ask by e-mail that it be discussed in class.
7) If you need to, write out and review out loud problematic vocabulary words or concepts several times (as many times as you need to learn them; remember to review them again several hours later, then several days later). Working with a study partner or group is a great way to do this. Also, try to relate them to new information in class.
8) Then complete an error analysis...

Error Analysis

1) Look through your mistakes and problems.
2) Classify your errors by placing the following marks in the far left margin of the test, immediately to the left of where the error occurred (not on your corrections):

* SMALL CIRCLE: Stupid mistakes from carelessness (proofreading, not reading directions, careless word choice)
* BIG CIRCLE: Did not know the information (gaps in knowledge)
  * put a V in the circle for vocabulary
  * put an FC for facts from class
  * put an FR for facts from the readings
  * put a D for dates
  * put a WC for bad word choice
  * put an EX for examples (none, not enough, incorrect)
  * put a C in the circle for lower level concepts
  * put an SA for a poorly structured argument

* SQUIGGLY LINE: Big picture conceptual problem (something you still do not understand)

If you have more than one error on a line, put the marks side by side.
3) When you have classified and marked all of your errors, quickly look them over and try to find trends in the types of errors that you made. Having the marks in the far left margin make this very easy to do by bending the pages lengthwise and splaying the pages until all the left-hand margins are visible.
**Error Analysis: Points Missed**

It is very informative to count up the points that you missed for each type of mistake. Realizing that you missed 12 points from careless errors, for instance, might provide extra motivation to proofread next time.

**Error Analysis: Diagnosis and Prescription**

SMALL CIRCLES: If you have a lot of small circles, you need to spend more time proofreading (or you need to learn how to proofread more effectively: ask your instructor if this is the case). Every time that you finish a test, write the time that you finished in the top left corner of the paper. If you turn in your test last (after most or all other people are done), you probably do not know the material well enough and therefore it takes you longer to produce it and you do not have time at the end to proofread. If you turn in your test with many minutes before the end of the test period and are making careless errors, you are not proofreading carefully enough.

BIG CIRCLES: If you have a lot of big circles, you do not know the material well enough. If you have V-circles, focus more on vocabulary. If you have FC, FR, and/or D circles, you should work on processing factual information. If you have FR circles, you need to spend more time on your readings (actually reading, taking notes, reviewing notes, etc.). If you have EX or SA circles, you need to support your arguments better. If you already know that you are having trouble with one or more of these, see your instructor to discuss how you study and how you might improve or change your study habits. If you did not complete the test in time, you either do not know the information well enough to recall it quickly, or you are not writing concisely. See your instructor for tips.

SQUIGGLY LINES: If you have a lot of squiggly lines, you are missing big picture concepts, either because you are not reading (and re-reading) the assignments, not paying attention in class (or worse, not attending class), missing some key information, and/or not asking questions or for help when you do not understand. It may also be that your mind simply has not yet grasped the concept. If this is the case, time and a little guided awareness may help. For this, see your instructor.

While planning to prepare for your next test, look over the error analysis from your previous test and devise a plan to avoid making the same kind of errors.

**80% Rule**

If you made below an 80% on your test, you must meet with your instructor to discuss your test. Make your appointment after you have completed and submitted your corrections and analysis. Do not make an appointment until these are done. The purpose of the meeting is to ensure that you have identified the source of your errors so that you can devise a plan to correct these mistakes and to avoid making these errors and similar errors in the future. This might involve finding more effective ways to study, which is often the main source of problems.

**Error Analysis: Long-term Comparison**

After several tests, compare the types of mistakes that you are making. Barring mistakes made because you did not have enough time to study (which is a time management problem), you should not see the same types of errors test after test. If you do, meet with your instructor to discuss how to fix the problem.
Ethnic Events (and the IU units and organizations that put them on)

There are many, many ethnic groups and organizations in the area which hold events throughout the year. Some are humble (like Estonian Independence Day) and others are larger productions (like Asian New Year). Consider attending one event this semester, either on campus, in Bloomington, or in another location of your choice (your hometown, Indianapolis, Chicago).

To make it more interactive, document three elements of culture which we discuss in class (e.g., food, music, clothing) represented at the event. Discuss how they "perform" their ethnic identity: what elements they choose to include (and exclude), who the intended audience is, how much they explain what is going on (and to whom the explanation is directed), etc., and how much time they spend on each. Consider conducting a short interview with an organizer (before, during, or after the event) and take some photographs documenting elements of the ethnic culture.

**IU All Events Calendar**
http://events.iu.edu/iub.html

**Russian and East European Institute Events Calendar listserv**
E-mail reei@indiana.edu and ask to be added to the REEI events listserv.

**IU Polish Studies Center (PSC)**
E-mail polish@indiana.edu and ask to be added to the PSC events listserv.
http://www.indiana.edu/~polishst/home/

**IU Baltic and Finnish Studies Association (BaFSA) [Lithuanian, Latvian, Estonian, Finnish]**
http://www.indiana.edu/~bafsa/

**Hungarian Cultural Association (HCAIU)**
https://myinvolvement.indiana.edu/sissastd-prd/p/organization.do?methodToCall=orgSelect&org_id=174&cid=IUBLA

**Jewish Studies Student Association (JSSA)**
http://www.indiana.edu/~jsp/undergraduates/jssa.shtml

**International Student Groups at IU (and then check their events calendar)**
http://ois.indiana.edu/ic/student_groups/index.php

**All IU Student Organizations and Clubs**
http://www.iub.edu/student/activities/clubs.shtml

**IU Office of International Services Events Calendar**
http://ois.iu.edu/events-programs/calendar.shtml

*Some events that happen almost every spring at IU: Lithuanian Independence Day (Feb. 16), Maslenitsa [Slavic Mardi Gras], Estonian Independence Day (Feb. 24), ...*

**Beyond the Classroom**

**Resources**
* The Wells Library at IU has extensive holdings on immigration, immigrants, and ethnic identity.

* [IU-wide International Student Enrollment Trends](https://istart.iu.edu/dashboard/index.cfm?graph=studentEnrollmentTrends&isLoaded=yes)

* The [IU Mathers Museum of World Cultures](www.indiana.edu/~mathers), located at 416 N. Indiana Ave. in Bloomington, has a wealth of materials both on display and in their non-exhibited holdings. The exhibit hall is open Tuesday through Friday 9 am – 4:30 pm, and Saturday and Sunday 1 – 4:30 pm. Admission to the museum is free.

* The [Monroe County Historical Society](www.monroehistory.org) is located at 202 E. 6th St. in Bloomington. In addition to containing materials on regional history, it is staffed by people who can help with genealogical research. The museum is open Tuesday through Saturday 10 am – 4 pm, and the genealogy library is open Tuesday 10 am – 4 pm, Wednesday through Friday 1 – 4 pm, and Saturday 10 – 4 pm. Admission to the museum is $2 for adults, $1 for those 5 – 18 years of age, and free for children 4 & under.

* The [LDS Family History Center in Bloomington](4235 W. 3rd) [Tuesday 10 am – 8:30 pm; Wednesday, Saturday 9 am – 2 pm; phone: 332-0560 during open hours; many genealogy-related microfilms can be ordered (for a small fee) and used in the center; see the LDS Family Search website below.}
* The for-pay site Ancestry.com is truly amazing (and a little overwhelming in what you can find). If you have ever seen the TV commercials and wondered if it would be interesting, this semester would be a great time to try it out. (Maybe a late holiday gift or early birthday present? A 6-month membership currently costs $89; there is also a 14-day free trial.) There is also a limited version available to IU students through the IU library (http://www.library.iub.edu/scripts/countResources.php?resourceId=14781679).
* LDS Family Search website (www.familysearch.org): free family history, family tree, and genealogy records and resources from around the world.
* The Ellis Island Immigrant Arrival Database (www.ellisislandrecords.org); free but you must register; great if any of your ancestors came through Ellis Island in New York 1892–1924; search by name, gender, year, etc. See your instructor for help.
* The Internet has vast offerings on immigrants and ethnic identity, from scholarly to homegrown, so you will find a seemingly limitless range of information and materials. Please be careful when doing research on-line and use your discretion when considering and using sources. If you are not sure whether a source is legitimate, please consult your instructor, since this is an important research skill to develop.

Units at IU
* Russian and East European Institute [REEI] (www.indiana.edu/~reeiweb)
* Dept. of Slavic and East European Languages and Cultures [SLAV] (www.indiana.edu/~iuslavic) (Russian, Polish, Czech, Bosnian/Croatian/Serbian, Ukrainian, Romanian)
* Dept. of Central Eurasian and Uralic Studies [CEUS] (www.indiana.edu/~ceus) (Hungarian, Estonian, Roma)
* Institute for European Studies [EURO] (www.iub.edu/~euroinst) (SGIS East Wing 4th Floor, 355 N. Jordan Ave.)
* Jewish Studies Program [JSTU] (www.indiana.edu/~jsp)
* Helene G. Simon Hillel Center at Indiana University (iuhillel.org) (730 E. 3rd St.)
* Chabad House Jewish Student Center of Indiana University (www.indiana.edu/~chabad) (518 E. 7th St.)
* IU Office of International Services (http://ois.iu.edu/about/stats.shtml) (Poplars 221, 400 E. 7th St.; 812-855-9086)

A Sampling of Stores, Churches, and More in Our Region

Bloomington
* All Saints' Orthodox Church (6004 S. Fairfax Rd.); 812-824-3600
* Congregation Beth Shalom [Jewish] (3750 E. Third St., Bloomington; 812-334-2440; bethshalom-hjc.org)
* Islamic Center of Bloomington (1925 Atwater Ave., Bloomington, 812-333-1611)
* Euro Deli [E. Eur. groceries] (2454 S. Walnut) [M-Sa 10-7, Su __], 812-323-7880, owner Lesya Romanyshak [Ukrainian] [CLOSED May 2015]

Indianapolis and Carmel
* Babushka's (1248 W. 86th, just past Ditch Rd., behind Boston Market, Indy) (T-F 10-7, Sa/Su 10-6), 317-843-1920
* Taste of Europe [East European] (4320 W. 96th St., Indy), 317-334-8797; www.tasteofeuropeindy.com
* Shapiro's [Jewish kosher-style deli] (808 S. Meridian St., Indy; M–Su 6:30 am–8:00 pm; 317-631-4041); www.shapiros.com
* World Market (2200 E. 116th, Carmel; beltway exit 33, R), 317-706-0400
* Latvian Community Center (1008 W. 64th St., Indianapolis, IN 46260; 317-255-0992; www.indylv.com
* Slovenian National Home (2717 W. 10th St., Indy), 317-632-0619; info@sloveniannationalhomeindy.org
* Jewish Community Center Indianapolis (6701 Hoover Rd., Indy), 317-251-9467; jccindy.org
* Slaviansky Bazar (12540 N. Meridian, SW corner of 125th, Indy; M-R 10-8, FS 10-9, Su 10-7), 317-566-9422 [CLOSED?]
* European Foods (711 S. Range Line Rd, SE corner@126th St., Indy; 317-938-1588 [CLOSED?]

Lafayette, Crown Point, Schererville, Franklin
* Taste of Europe (518 N. Main St., Crown Point); 219-226-9000; M-Sa 9–8, Su 9–6
* Taste of Europe (342 E. US 30, Schererville); 219-322-3737; M-Su 6–8
* Spacibo Russian store (West Lafayette): 1185 Sagamore Pkwy W; 765-463-6818; woman from Dushanbe, husband from Moldova; [CLOSED]
* Istra Market (255 N. Morton [US 31], Franklin, IN); 866-916-3427; M, W-Sa 9-8; Su 11-6; istoramarket.net; co-owner Loreta Balagic (from Pula, Croatia)[est. 2007] [CLOSED?]

Chicago
* [The Central and East European resources in Chicago are simply too massive to list here. See your instructor for specific materials. All of the cultures covered in this course are represented in abundance in Chicago.]


BIBLIOGRAPHY

Works to Be Read During the Course (in order of appearance)

http://www.yale.edu/hraf/Ocm_xml/newOcm.xml

—immigrants and aspects of identity: this article will give you a lot to think about, so read it carefully

—history of the melting pot theory

—This is an excellent, concise overview of U.S. and Indiana immigration.


—boundaries

—women, children, and the elderly in emigration

—nostalgia and the immigrant experience

—nostalgia

—a really great companion article to our viewing of My Big Fat Greek Wedding
Addtional Works (in the Wells Library on Reserve, in the Reference Dept., or in the stacks)

—great history of Chicago's immigrant populations and ethnic neighborhoods


—a really interesting book on the history of the introduction of different ethnic foods in the U.S. into the American diet

—an oft-cited source on the "effectiveness" of the melting pot; this is the work criticized in Thernstrom 2004

—incredible dictionary for looking up the meanings, origins, frequency, and distribution of surnames found in the U.S.; don't settle for on-line sources (which are often wrong, misleading, or incomplete) when this amazing book exists; downside is that it doesn't have every surname, especially from ethnicities that are relatively new to the U.S.

—great history of Chicago's immigrant populations and ethnic neighborhoods

—an excellent source for the history of different ethnic groups in the state of Indiana, including those that directly relate to our course (selected readings available in Canvas under Resources):

- Baltic Peoples: Lithuanians, Latvians, & Estonians
  —by Inta Gale Carpenter
- Greeks
  —by Carl Cafouros
- Hungarians
  —by Linda Degh
- Jews
  —by Carolyn S. Blackwell
- Poles
  —by Paulette Pogorzelski Bannec

—an excellent encyclopedia, but keep in mind that it is 30+ years old; good for older historical information, especially the first arrivals and subsequent waves of immigration of different ethnic groups; it includes many groups that directly relate to our course (selected readings available in Canvas under Resources):

- Albanians
- Belorussians—Paul Robert Magocsi
- Bosnian Muslims—William G. Lockwood
- Bulgarians—Nikolay G. Altankov
- Carpatho-Rusyns—Paul Robert Magocsi
- Eastern Orthodox—Thomas E. Bird
- Estonians—Tõnu Parming
- Greeks—Theodore Saloutos
- Gypsies—Ian F. Hancock
- Hungarians—Paula Benkart
- Jews—Arthur A. Goren
- Latvians—Edgar Anderson
- Lithuanians—Arūnas Alisauskas
- Macedonians
- Poles—Victor Greene
- Romanians—Gerald J. Bobango
- Russians—Paul Robert Magocsi
- Serbs—Michael B. Petrovich and Joel Halpern
- Slovaks—M. Mark Stolarik
- Slovenes—Rudolph M. Susel
- Tatars—Alexandre Bennigsen
- Ukrainians—Paul Robert Magocsi
- Wends—George R. Nielsen
FILMOGRAPHY

There are many documentary and feature films that portray the Slavic and East European immigrant experience in the United States. You can learn about the films below (a very short list) in a variety of places:

* The International Movie Database (www.imdb.com) has listings, descriptions, and information for many films on immigrants and immigration.
* YouTube (www.youtube.com) has many film trailers and classic video clips.
* Netflix.com (www.netflix.com) has a large and growing selection of immigration-related movies.
* Amazon.com (www.amazon.com) has an incredibly wide selection of immigrant movies, both new and used from a consortium of used book/video stores across the country.

Documentary Films and TV Shows

The Greek Americans (2004)
Ellis Island: The Immigrant Experience (2004) <largely Central and East European>
Destination America: The People and Cultures That Created a Nation (2005) (PBS Home Video)
  * four 1-hour episodes: Golden Door; Art Of Departure; Earth Is The Lord's; Breaking Free: A Woman's Journey
Who Do You Think You Are?: Seasons 1 and 2 (2010–present)
Finding Your Roots (2012, 2014, 2016) <each season is a 10-part series by Henry Louis Gates, Jr.; stars like Kevin Bacon, Robert Downey Jr., Branford Marsalis, John Legend, Martha Stewart, Barbara Walters>
The Jewish Journey: America (2015)

Feature Films

Fiddler on the Roof (1971) <not quite about immigrants, but interesting look at "traditions", the Old Country, etc.>
An American Tail (1986) <East European, Jewish>
My Big Fat Greek Wedding (2002) <Greek, WASP>
Everything is Illuminated (2005) <A young Jewish American man endeavors to find the woman who saved his grandfather during World War II in a Ukrainian village, that was ultimately razed by the Nazis, with the help of an eccentric local.>

OTHER RESOURCES

Maps of Immigrants and Emigrants Around the World

International Migrant Population by Country of Origin and Destination


Total Immigrant and Emigrant Populations by Country, mid-2013

Lesson Plan Outline by Class Meeting

All written assignments must be submitted (typed) both electronically on Canvas and in hard copy in class.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>M, 11/I</th>
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<tbody>
<tr>
<td>Countries of origin [on board]; languages in family histories [boardwork], family histories (tree and foreign countries) -→ What are your hyphens?; What parts of your ethnic heritage that you feel closest to (and in what ways)?; Do you feel that your ethnic heritage carries a stigma in the U.S.?; Does anyone not have an ethnic identity?; about your instructor (family background, research areas); syllabus and course overview; Canvas; Wells Library; Ethnic Indiana (overview: focus on Slavic and East European immigrants, not the full history of immigration); MLA language maps for US; map of Central and East Europe.</td>
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HW for Wednesday:
1) Written assignment: Submit personal information cards (must be by e-mail).
2) Read through the course syllabus carefully, paying attention to policies, assignments, and resources. Most students’ questions during the semester can be answered here.
3) Ask your parents or other relatives if a family history has been written and try to get access to a copy. Ask who are the most knowledgeable people of your family history.
4) Written assignment: Sketch your family tree [parents, grandparents, great-grandparents, etc.; siblings, aunts, uncles are not necessary, unless they were foreign-born], especially where it extends beyond the U.S.: make sure to include names, place and dates of birth and death. Go as far back as you can. Cite your sources (i.e., who you talked to, when, and by what means [phone, e-mail, in person]! You will be using this information for all subsequent assignments, so do a thorough job now! We will look at these drafts in class on Wednesday; you will turn in a final draft next Wednesday (19/I/2016). Highlight or circle any ancestors who came from Central or Eastern Europe. I have uploaded to Canvas a few family tree templates that you can experiment with. You can also try using Word's "Smart Art" graphics "Hierarchy" system, or even PowerPoint [there are tutorials on the Internet].

A note for everyone: Once you are done, with your assignments, check the guidelines/checklist found in "Homework and Larger Assignments" earlier in this syllabus to make sure you did everything correctly. In a week or two, this will become second nature and you will almost never get "Resubmit for a grade" written at the top of your homework.

<table>
<thead>
<tr>
<th>W, 13/I</th>
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<tbody>
<tr>
<td>Ethnic Indiana (continued); identity: Who are you? [boardwork]; &quot;hyphenated Americans&quot;, &quot;ampersand Americans&quot;; components of identity [boardwork]; What do people arrive with beyond their physical baggage? [boardwork; have a scribe]; culture: what does culture entail/include?; racial vs. ethnic vs. national identity; glimpse of Outline of Cultural Materials.</td>
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HW for Wednesday:
1) Read the final project description and guidelines; begin thinking about possible topics.
2) Written assignment: Finalize your family tree (see assignment above, 10/I) to be turned in for a grade. Cite your sources! Start collecting photographs of everyone possible.
3) Look through Outline of Cultural Materials (Murdock et al. 2004): (about 193 pages, so skim: try to find some major topics that we did not think of in class):
   http://www.yale.edu/hraf/Ocm_xml/newOcm.xml
   Written assignment: Write down 5 categories (name and associated number) that you find interesting and that you might like to investigate in your project. Write a 1–2 sentence introduction about why you chose these and what you were hoping to learn. Cite your source.
4) Play with the MLA language maps of the US for about 10 minutes:
   http://www.mla.org/map_main
   Written assignment: Look up data that might be relevant to your final project or your family heritage if it is from Central or Eastern Europe: either a) look up one state and three languages in it, or b) look up one language in three different states. Then write down what you find out. Include a 1–2 sentence introduction about why you chose these and what you were hoping to learn. Cite your source (i.e., the MLA map, using proper citation format).

A note for everyone: Once you are done, with your assignments, check the guidelines/checklist found in "Homework and Larger Assignments" earlier in this syllabus to make sure you did everything correctly. In a week or two, this will become second nature and you will almost never get "Resubmit for a grade" written at the top of your homework.
**Week 2**

<table>
<thead>
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<th>M, 18/I</th>
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<td>[No class: MLK holiday]</td>
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<th>W, 20/I</th>
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<tbody>
<tr>
<td>Outline of Cultural Materials (continued); worksheet on elements of identity and culture (to do now and add to throughout the semester); the concept of the “Melting Pot”: assimilative view vs. multiculturalist view; crucible/smelting pot/fondue pot/salad bowl/symphony/cultural mosaic; <em>E pluribus unum</em>; terms and concepts by J. Hector St. John de Crevecoeur (1782), Ralph Waldo Emerson (1845/1912), Emma Lazarus (1888), Frederick Jackson Turner (1893), Israel Zangwill (1908); other melting pots around the world (Australia, Canada, Britain, Soviet Union); popularity of genealogy (what are people looking for?).</td>
</tr>
</tbody>
</table>

**HW for Monday:**
1) Reading: Akhtar, Salman. 1999. *Immigration and identity*: pp. 3–39 [immigrants and aspects of identity: this article will give you a lot to think about, so read it carefully].
2) Written assignment: Last names are one way we often display part of our heritage. Using Hanks 2003 [see Bibliography in this syllabus], research the origin and meaning of your last name and three other last names from your family tree. If your surname is not in Hanks 2003, you can explore other sources. (Make sure to state that it is not in Hanks.) Cite your sources.

**Week 3**

<table>
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<th>M, 25/I</th>
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<tr>
<td>Genealogy travel, heritage tourism [Citi Card commercial]: Why do people migrate?: push-pull theory of migration; discussion of Akhtar; synchronic vs. diachronic approaches; discussion of course projects.</td>
</tr>
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**HW for Wednesday:**
2) Written assignment: Submit your official final project topic. It must include all five categories in the title: see the project description sheet for details (e.g., "Ukrainian language preservation in the Kravchuk family of Buffalo Grove, Illinois: 1903 to the present"). Also include a) why you are considering this topic, b) the format (e.g., paper with pictures, scrapbook, documentary film).
3) Written assignment: Plan an itinerary (1–2 pages in itinerary format) for a week-long heritage trip you would like to take to Eastern or Central Europe: where (include the sites in each city; include addresses of old homes if known), what, why, with whom, etc. (Start off with a sentence or two of explanation of why you want to make this trip, why you have chosen these destinations, and what your goals are. *If your family is not from Eastern or Central Europe, contact your instructor immediately and he will give you a destination to explore.*

Mon., July 24: Petersburg, Russia
* Hermitage Art Museum: Russian icon collection
* Palace Square
* Alexander Column: picture with mom
* Nevsky Prospekt: shopping!
* Ballet at the Mariinsky Theater

Tues., July 25: Pushkin, Russia
* Meet up with third cousins Valya and Sergei Ivanov
* Tour of Summer Palace
* Lunch: collect genealogy of their family...
* Trip to great-grandmother Maria's village Shapki
* Meeting with great-uncle Georgii: trip to family cemetery

Think about the Norway Citi Card commercial (http://www.youtube.com/watch?v=gOO-tEjF9UE). On their itinerary, they had things like "see the National Theater", "drink a pint at Ibsen's favorite pub", "buy Norwegian wool sweaters", "go to a folk dance festival", "look up family in Hall of Records", ...

Think about why you would like to go to the "land of your ancestors": whom you would like to meet from your distant relatives, what you would like to see, where you would like to go, what you would like to do, ...
Sharing of project topics (then turn in); heritage trip itinerary; length of stay; discussion of Thernstrom 2004; symbolic identity; U.S. immigration outline; 2010 census ethnic data; Ethnic Indiana (overview): history, groups, waves of immigration, waves of migration from other US regions.

**HW for Monday:**
1) Explore 2010 census **ethnic** data both to browse and to explore the ethnic group that you will be studying in your course project.

   http://factfinder2.census.gov/
   2010 Census Interactive Population Map
   http://www.census.gov/2010census/popmap/

   Mapping the 2010 U.S. Census - NYTimes.com

2) Work on project.
3) If you are curious: to see ethnic data from the 2000 U.S. Census, see:
   http://mumford.albany.edu/census/data.html
   http://mumford.albany.edu/census/report.html

**Written assignment:** Type up 5–10 facts from the census that will be useful to your project. Make sure for each fact you give a) the number of people in the statistic, b) the overall population of the area (city/state), and c) the percentage [e.g., In Bloomington, IN (pop. 80,405), there are x people who speak Spanish (y% of the population)]. (The number of people and the percentage of people are two separate facts. Why is each important? Hint: what are the implications of knowing that there are x number of speakers of Russian in Indianapolis and that that number constitutes y percent of the population?) Write a 2-sentence explanation of why you chose these data and how it relates to your project. Make sure to cite your sources (consult a style manual for formatting).

**Week 4**

**M, 1/II**

Ethnic Indiana (continued); race, nationality, ethnicity; ethnic data in 2000 census; ethnic categories in 2000 census; race/nationality/ethnicity and identity.

**HW for Wednesday:**
1) Work on project.
3) PBS Immigration reading. 7 pp. (mostly maps and pictures!)
4) Ellis Island Immigration History reading. 3 pp.

**W, 3/II**

Brief discussion of Bodnar, PBS, and Ellis Island readings; ethnography; "the professional stranger": field methods, urban fieldwork; interviews, transcripts, recording, releases; deciding on what to study and what information to collect; in-roads into communities; some fundamentals; the identity of the ethnographer; case studies from instructor's fieldwork: Russian Old Believers in the United States, Poland, and Lithuania [set-up for the various fields of research].

**HW for Monday:**
2) Work on your project.
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Discussion</th>
<th>HW for Wednesday</th>
<th>HW for Monday</th>
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<td>5</td>
<td>M, 8/II</td>
<td>Discussion of Bannec; handout of table of contents of <em>Harvard Encyclopedia</em> and <em>Peopling Indiana</em>; in groups of 3–4: developing questions for ethnographic interviews of immigrant populations: home country (location, conditions, community, etc.), reasons for emigration from there, reasons for immigration to U.S., adjustment to U.S., preservation of ethnic culture, etc. (keep the Akhtar and Thernstrom readings in mind); functions of preserving culture and identity: from purely symbolic to indispensably meaningful.</td>
<td><strong>1)</strong> Written assignment: Inspired by our group work today, draft at least 10 questions that you would like to pose to your informants in your course project (to turn in, typed). Avoid yes/no questions. If you need to ask them, make sure to follow them up (e.g., &quot;If yes, why/how/...?). Once you have written them, put them in a logical order (you might also choose to break them down by topic). It's in your best interest to write even more. 2 points extra credit will be added to your Test #1 grade if you do more than 20. Make sure your name and project title are at the top. 2) Reading: Fasold. 1992 [1984 reprint]. Language maintenance and shift. pp. 213–245. 3) Read through &quot;Language use survey&quot; (Holdeman, 2002) from Canvas. 4) Work on your project.</td>
<td><strong>1)</strong> Written assignment: Project update #1: submit a 1/2–1 page update on where you are in your project. Include a 10-item to do list. Remember to put your name, date, and project title at the top. 2) Start preparing for Test #1 on Wednesday. Optional study session, anyone? Maybe Sunday or Monday evening?</td>
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<td>W, 10/II</td>
<td>Discussion of Fasold; language and identity: language maintenance and shift, bilingualism, code-switching, language death; domains of usage [home, work/school, house of worship, government offices, etc.], &quot;language choice&quot;, diglossia, variety, register, prestige and stigma, conditions leading to maintenance or shift (metaphors: Jenga, Don't Break the Ice); age distribution and age grading; urban vs. rural; speech community and interlocutors; institutional support; religion; intermarriage; &quot;language loyalty&quot;; worksheet on language (in pairs); discussion of language use survey from Holdeman 2002.</td>
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<td>6</td>
<td>M, 15/II</td>
<td>Institutional support of ethnic languages: ethnic newspapers, Saturday/Sunday language (and culture) schools, many more; summary of function of language within identity; [see previous readings: Thernstrom 2004, p. 54; Akhtar 1999, p. 20]; review for Test #1 on Wednesday.</td>
<td><strong>1)</strong> Reading: Erdely. 1979. Ethnic music in the United States. pp. 114–137. Available on Canvas. 2) Prepare for Test #1 on Wednesday.</td>
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<td>W, 17/II</td>
<td>Discussion of Erdely (4 branches of ethnic music in the U.S., sacred vs. secular, rural vs. urban, 3 approaches to ethnic music, types and functions of ethnic music, occasions for music); discussion of what has changed since Erdely's article (1979); worksheet on music and identity; TEST #1 [50–60 minutes].</td>
<td><strong>1)</strong> Add more ideas to the music worksheet before submission. (You should have 4–8 items per box.) 2) Work on project. 3) It is a very good idea to re-read the course syllabus again, so that you make sure you are aware of all the great resources it contains.</td>
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<td>7</td>
<td>M, 22/II</td>
<td>Discussion of Test #1; food and identity [see previous readings: Thernstrom 2004, p. 55; Akhtar 1999, p. 19]; worksheet on food; material culture and identity: clothing, souvenirs, books, arts and crafts, recreation [see previous reading: <em>Outline of Material Culture</em>]; worksheet on material culture (if time).</td>
<td><strong>1)</strong> Complete your chart on food/music/material culture before turning it in. (You should have 4–8 items per box.) 2) Work on project.</td>
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### Week 8
#### M, 29/II
Discussion of Kahn; family structure (matriarchal/patriarchal), social structure; intercultural differences; endogamy/exogamy, "anti-miscegenation laws" [see previous readings: Ternstrom 2004, pp. 53–54, 57], dynamics of "mixed" marriages of different types (race, ethnicity, religion, social class, language), effect of mixed marriages on language maintenance (see Hungarian example in Fasold, pp. 220–221).

#### HW for Wednesday:
1) **Written assignment**: Typed list of sources and materials (books, articles, websites, interviews, ...) to be used in your course project. Include your name, date submitted, assignment name, and project title at the top of the assignment.
2) Add any more ideas to the marriage and endogamy worksheet. (You should have 4–8 items per box.) You will turn it in on Wednesday.
3) Reading: Eriksen. 2002. Ascription ...; Boundary maintenance; Boundary transcendence. pp. 36–40. [Note: this article is a good preparation for the Barth reading; pay attention to his use of "ascripton".]
4) Reading: Barth. 1969. Introduction. pp. 9–38 (boundaries). [Note: this is a challenging theoretical article, but it is very important, so block off some time to read it.]

### W, 2/III
"Laundry list" approach to culture and ethnic identity; the Barth revolution in thinking: *boundary construction, boundary negotiation, and boundary maintenance over time* (in studying culture and ethnicities, the focus of research ought to be the *boundaries which delimit* the group and not the 'cultural stuff' it encloses); hierarchy of identities (Epstein 1978, Roosens 1989); ascription; "performance" of identity, "emblems" (see: Barth 1969; Horowitz 1975; Ternstrom 2004, p. 55; Roosens 1989, p. 12), "authenticity".

#### HW for Monday:
1) **Written assignment**: Draw a representation of your identity hierarchy: include a ranking of your religion, ethnicity, nationality, race (listed vertically, with the most important at the top); you can also include political leanings, gender, language, social rank, if they are an important part of your identity. Make sure that your ethnic identity is included, since it is the focus of our course. Make sure to state what your "affiliation" is for each category! Begin by stating what you are basing your rankings on. Include a paragraph about why you ranked things as you have. Consider whether you are in a majority or minority in those categories and if that affected your rankings.
2) **Written assignment**: Project update #2: a tentative outline of the structure of your project (in writing: 1–2 page outline [in outline format: I., A., I. ...], consisting of the main sections, with numbers or bullets (questions, main concepts to investigate, sources being used). Mark each item whether you have completed it or when you expect to do it. Include your name, date submitted, assignment name, and project title at the top of the assignment.
3) Keep working on your projects.
4) Start preparing for Test #2. Optional study session, anyone? Perhaps Sunday or Monday evening?
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<th>Week 9</th>
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<td><strong>Review of Barth; discussion of writing assignments (identity hierarchy); ethnic fraternal organizations [ethnicity, philanthropy, recreational]; women's auxiliaries; mutual aid societies [insurance, welfare, cemeteries]; performance groups (dance, music, crafts); relation to restaurants, grocery stores; ; list of ethnic organizations in the U.S.; festivals. [Note: These organizations and festivals might be based in houses of worship.]</strong></td>
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<td><strong>HW for Wednesday:</strong></td>
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<td>1a) <strong>Written assignment:</strong> Ethnic organizations: Find an ethnic organization connected to the ethnic group you are studying in your project (provide the location and the year it was founded, as well as a short description of the nature of the organizations). Is there an organization for this ethnic group at IU (<a href="http://sao.indiana.edu/">http://sao.indiana.edu/</a>)? When, where, and how often do they meet? (Consider going to a meeting!)</td>
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<td>1b) <strong>Written assignment:</strong> Ethnic festivals: Find an ethnic festival connected with the ethnicity you are studying in your project (give location, dates, size, features, and website if exists).</td>
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<td>2) Add any more ideas to the ethnic organization chart before turning it in. (You should have 4–8 items per box.)</td>
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<td>3) Study for Test #2.</td>
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| W, 9/III |
| **Discussion of written assignments (ethnic organizations and festivals); SHORT TEST #2 [45–55 minutes].** |
| **HW for Monday:** |
| 1) Add any more ideas to the festival and organization chart before turning it in. (You should have 4–8 items per box.) |

| SPRING BREAK |

| Week 10  | M, 21/III |
| **Discussion of Carlin; age at immigration; ethnic identity development in adolescents [Phinney et al. 1990]; generation gaps [Epstein 2006, pp. 139–174 (36 pp.)]; regional variation; "time warp" myth ("they haven't changed since the n-th century"); the "grandchild effect" (interest in heritage culture often skips a generation after immigration); return of Test #2.** |
| **HW for Wednesday:** |
| 2) Test corrections and error analysis (for a possible third of your points back!). |
| 3) Work on your project: class presentation and written submission. |

| W, 23/III |
| **Discussion of Marlin; social and psychological effects (internal and external) of immigration: nostalgia, homesickness, acculturative stress, "bicultural self" [return to Akhtar 1999; Elovitz and Kahn 1997, p. 155], stigma, marginalization, acculturation gap [Akhtar 1999 glossary], "immigration absorption".** |
| **HW for Monday:** |
| 1) Test corrections and error analysis (for a possible third of your points back!). |
| 2) Add any more ideas to the immigrant age worksheet before turning it in. (You should have 4–8 items per box.) |

<p>| Week 11  | M, 28/III |
| <strong>Acculturation, assimilation, transculturation: The Melting Pot revisited; importance of length of stay in studies in U.S. [Thernstrom 2004, p. 51: the problem with Beyond the Melting Pot]; &quot;naturalization&quot;; [you can think about the political and social implications of bilingual education, affirmative action, and political correctness here]; &quot;Americanization movement&quot;; multiculturalism, diversity; sign up for in-class project presentation slots.</strong> |
| <strong>HW for Wednesday:</strong> |
| 1) Reading: Orfanos 1997. The Greek-American dance of continuity and integration, pp. 75–94 (20 pp.). [Note: This is excellent preparation for seeing My Big Fat Greek Wedding.] |</p>
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<td>W, 30/III</td>
<td>Representing culture and the immigrant experience in the U.S.: movies and documentaries; viewing preparation: discussion of Orfanos; movie: <em>My Big Fat Greek Wedding</em> (USA, 2000) [part 1].</td>
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<td><strong>HW for Monday:</strong></td>
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<td>1) Written assignment: Based on the film viewing today, fill out as much of the <em>MBFGW</em> worksheet chart as you can (distributed before the movie). It does not have to be typed.</td>
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<td>2) Work on your project: class presentation and written submission. Make sure to re-read the description in this syllabus to ensure you have completed all that is required.</td>
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<td>Week 12</td>
<td><em>My Big Fat Greek Wedding</em> [part 2]; discussion of film; continuation of discussion of Orfanos.</td>
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<td>M, 4/IV</td>
<td><strong>HW for Wednesday:</strong></td>
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<td>1) Written assignment: Based on the second half of the film, fill out as much of the <em>MBFGW</em> worksheet chart as you can (distributed before the movie). You will turn this in on Monday. It does not have to be typed.</td>
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<td>2) Work on your project: class presentation and written submission. Make sure to re-read the description in this syllabus to ensure you have completed all that is required.</td>
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<td>W, 6/IV</td>
<td>Discussion of <em>MBFGW</em> and worksheet; benefits and costs of maintaining a foreign ethnic identity; Is it possible to be &quot;bicultural&quot;?; return migration; returning home permanently (1st generation); &quot;wound of return&quot;; genealogical tourism; expats in the motherland.</td>
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<td><strong>HW for Monday:</strong></td>
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<td>1) Work on your project: class presentation and written submission. Make sure to re-read the description in this syllabus to ensure you have completed all that is required.</td>
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<td>Week 13</td>
<td>Student projects (two to four 15-minute presentations).</td>
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<td>M, 11/IV</td>
<td><strong>HW (in class): presentation evaluations of others (turn in at the end of class)</strong></td>
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<td><strong>HW for Wednesday:</strong></td>
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<td>1) Work on your presentation.</td>
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<td>2) Work on finalizing your written project.</td>
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<td>W, 13/IV</td>
<td>Student projects (four 15-minute presentations).</td>
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<td><strong>HW (in class): presentation evaluations of others (turn in at the end of class)</strong></td>
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<td><strong>HW for Monday:</strong></td>
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<td>1) Work on your presentation.</td>
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<td>2) Work on finalizing your written project. Make sure you are doing everything.</td>
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<td>Week 14</td>
<td>Student projects (four 15-minute presentations).</td>
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<td>M, 18/IV</td>
<td><strong>HW (in class): presentation evaluations of others (turn in at the end of class)</strong></td>
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<td><strong>HW for Wednesday:</strong></td>
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<td>1) Work on your presentation.</td>
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<td>2) Work on finalizing your written project.</td>
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<tr>
<td>W, 20/IV</td>
<td>Student projects (four 15-minute presentations) if necessary, or activities and beginning of wrap-up discussion.</td>
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<td><strong>HW (in class): presentation evaluations of others (turn in at the end of class)</strong></td>
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<td><strong>HW for Monday:</strong></td>
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<td>1) Work on finalizing your written project.</td>
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<td>2) Spend 15 minutes going through the syllabus, looking at a) the overview on the first page, b) the learning objectives, c) the section Resources Beyond the Classroom, d) the Bibliography and Additional Works, and e) the day-by-day assignments.</td>
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<td>3) Begin studying for final essay exam.</td>
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<td>Week 15</td>
<td>Diversity or unity?; value of hyphens; What is ethnicity? What is identity and ethnic identity? What is the future for Central and East European identity in the U.S.? What does it mean to be “ethnic” in the US?</td>
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<td>M, 25/IV</td>
<td><strong>HW (in class):</strong> presentation evaluations of others (turn in at the end of class) &lt;only if necessary&gt;.</td>
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<td><strong>HW for Wednesday:</strong> 1) Bring in any questions for the review for our final.</td>
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<td>W, 27/IV</td>
<td>Globalization; global culture; summary of the impact of Slavic and East European immigration on the U.S.; What is the future of Slavic and East European immigration to the U.S.?: course summary; review for final.</td>
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<td><strong>HW for Finals Week:</strong> 1) Finish written submission of project (typed, due on Monday by 12 noon).</td>
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<td>2) Study for final essay exam. Go over the syllabus (it is a form of study guide), all class notes, and skim our readings, your notes on them, and any worksheets we did in connection with them.</td>
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<td>Look over Tests #1 and 2: try to answer the questions, critique your own original answer, answer the questions that you didn't choose to answer. Look over your corrections (to make sure you understand everything now) and error analysis (to make sure you don't make the same kinds of mistakes and to see how you might prepare differently).</td>
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<td>3) The class should consider setting up a study session. I will treat for pizzas and soft drinks. (And maybe people will want to make an ethnic dessert???) Your main responsibility is to do everything in Step 2 and bring questions to class.</td>
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<td>Su, 1/V</td>
<td>Optional study session (probably Sunday night: we will decide in class).</td>
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<td><strong>Finals Week</strong></td>
<td>Final written projects due by 12 noon in the instructor's mailbox in the Slavic department main office (BH 502) and uploaded to Canvas. Projects finished early may be submitted in class, in the instructor's Slavic department mailbox (BH 502) or in the instructor's offices (BH 511 or Foster-Martin 132). If no one is present when you drop it off, please e-mail your instructor afterward.</td>
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<tr>
<td>M, 2/V</td>
<td><strong>Essay final exam</strong> (Fri., May 6, 2016, 12:30–2:30 pm, in our classroom).</td>
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### JANUARY

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