

**BLOOD AND BORDERS: TRADITION AND TRANSFORMATION IN CENTRAL EUROPE**  
**Fall 2011 Syllabus**

<b>Faculty</b>	<b>Room</b>	<b>Box</b>	<b>Phone</b>	<b>Email</b>
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*(Fulbright Scholar-in-Residence, Fall 2011)*

Find our program Moodle site via your “my.evergreen.edu” or go to “moodle.evergreen.edu.” Students officially registered for our program are automatically granted access to our Moodle site. Emails through Moodle use only your @evergreen.edu address, and **you are required to email faculty *only* from that address.**

**Course Schedule:**

<b>Tuesday:</b>	Lecture/Film/Workshop	9:30-12:30	<b>Sem II A1105</b>	
	Seminar/Focus Groups	2:00-4:00		
		<i>Krafcik</i>		Sem II A3107
		<i>Botíková</i>		Sem II A3109
		<i>Smurr</i>		Sem II C1107
		<i>Grossman</i>	Longhouse 1007B	
<b>Wednesday:</b>	Film/Discussion	9:30-12:30	<b>Sem II C1107</b>	
<b>Friday:</b>	Lecture/Film/Workshop	9:30-12:30	<b>Sem II A1105</b>	
	Seminar/Focus Groups	2:00-4:00		
		<i>Krafcik</i>		Sem II A3107
		<i>Botíková</i>		Sem II A3109
		<i>Smurr</i>		Sem II C1107
		<i>Grossman</i>	Sem II B3109	

**Program Description:**

Come with us on a virtual journey from the Baltics to the Balkans. The cobblestone streets of medieval Estonia, misty Carpathian and Transylvanian mountains, and sunny shores of the Adriatic Sea await our arrival as we traverse a magnificent territory stretching from the gates of Scandinavia through the mountains, plains, and forests of Slavic, Hungarian, and Romanian Central Europe to the portals of the once-great empires of Macedonia and the Ottoman Turks.

Our theme of “Blood” examines the ethnic and cultural identities prevalent in the region and how ethno-religious and cultural nationalisms have shaped and been shaped by constructed identities, as well as by regional conflicts and invading distant powers. Indeed, some of the world’s most reviled rulers and dictators, including Dracula, Hitler, and Stalin, left bloody and permanent marks on this entire region.

Our theme of “Borders” explores how international and regional boundaries have been drawn and redrawn and how Central Europe has served as a “borderland” between Christianity and Islam, Western and Eastern Christianity, the German, Austrian, Russian, and Ottoman empires, NATO and the Soviet Union, and present-day Russia and the European Union. The revolution of 1989 and the demise of Communism, initiating a new chapter in the region’s history, will be a significant focus of our study. We will examine why the numerous ethnic, national, religious, and political identities often “resolved” their differences by force and violence rather than by tolerance and acceptance.

Historical, cultural, geographical, economic, and environmental modes of analysis will enable us to examine both previous and contemporary issues in each country in this region. Such analysis will also permit us to offer regional

angles that transcend state boundaries, a particularly exciting aspect of investigation since so many of the current nation-state borders have been drawn recently and, in many cases, artificially. Abundant literary works and films from each of the region's relevant countries will offer additional valuable insights.

In fall term, we will examine the historical background chronologically, enhanced with a study of the geography and demography of this varied region. The faculty members in this program will be primarily responsible for conveying information on the Central European countries about which they have the greatest expertise. Winter term will focus on a variety of specific and fascinating themes connecting the present to the past and the future. Students will write papers and conduct research projects in both terms that link our themes over time and on a local, national, and global scale. We will use lectures, images, readings, film critique, art, maps and literature as tools in our exploration.

### **Program Activities:**

Activities: Lectures, Seminars, Film Analysis & Discussion, Geography Workshops, Regional Fieldtrip(s)

### **How to Register:**

Please simply register for 16 credits.

### **Program Structure:**

#### **Lectures:**

Students will normally have two faculty lectures per week, usually given by the four faculty on a rotating basis. Lectures cover history, literature, geography, and culture (music, art, etc.). There will be additional mini-lectures on the numerous and diverse languages of Central Europe.

#### **Seminars:**

Usually two per week based on the particular week's reading(s). All students will be placed at random in one of the four faculty sections. Students in each seminar will be assigned to research one of the following countries listed under their seminar faculty.

#### ***Zoltán Grossman:***

Albania  
Serbia & Kosovo  
Montenegro  
Macedonia  
Bosnia-Herzegovina

#### ***Pat Krafcik:***

Poland  
Western Ukraine & Transcarpathia  
Romania  
Moldova  
Bulgaria

#### ***Rob Smurr:***

Estonia  
Latvia  
Lithuania  
Finland & Karelia  
Kaliningrad & Prussia/Eastern Germany

#### ***Marta Botíková:***

Czech Republic  
Slovakia  
Hungary  
Croatia  
Slovenia

#### **Films:**

One or two per week, depending on length and content. Students will preview and lead discussions on feature films and documentary films. (Details below.)

#### **Fieldtrip:**

Sunday, October 23-Wednesday, October 26. We will first visit the Croatia Fest in Seattle and then go on to Whidbey Island and the Cornet Bay Environmental Learning Center at Deception Pass State Park (near Anacortes) where we will have lectures, seminars, and films, and will have a chance to enjoy the beautiful Pacific Northwest before winter sets in.

**Campus Disability Policy:**

If you have a health condition or disability that may require accommodations in order to effectively participate in this class, please do one or both of the following:

- a) Contact the faculty after class;
- b) Contact Access Services in Library 1407-D; 867-6348  
or Meredith Inocencio at inocenc@evergreen.edu.

**Note:** Information about a disability or health condition will be regarded as confidential.

**Campus Smoking Policy:**

Evergreen is a smoke free campus, excluding the several designated smoking areas. If you do smoke, make sure to educate yourself about the potentially fatal risks to yourself and others who inhale your smoke and please consider quitting. If you choose not to quit, please use the designated areas only.

**Classroom Personal Technology Policy:**

In an attempt to keep distractions to a minimum, your faculty do not permit the use of the following items during any of the scheduled class meetings (lecture, seminar, film, or workshop), except during breaks:

- laptop computers
- music listening devices (i-pods, etc.)
- email devices
- cell phones

**Required Texts for Winter Quarter:** (in approximate reading order): Because we will examine these texts closely and because we desire to avoid any complications that might otherwise arise from varying pagination, we prefer that you either buy or find library copies of the same editions listed below, all of which are available for purchase at the campus bookstore. You may be able to find the same editions at better prices through various on-line dealers such as abebooks.com; half.com; amazon.com, etc.

**Note:** The TESC bookstore routinely orders fewer copies of each book than faculty request, so to make absolutely certain that you have the books you need in time to prepare them for the assigned classes, consider ordering early and on-line. Ordering takes time. Plan ahead so that you can receive your books *on time*. **Students are required to come to seminar prepared with the reading done and with the book(s) in hand.**

- |   |                                 |                               |
|---|---------------------------------|-------------------------------|
| 1. <i>A Pocket Guide to Writing in History.</i> | Mary Lynn Rampolla              | (Bedford/St. Martin's)        |
| 2. <i>Historical Atlas of Central Europe.</i>   | Paul Robert Magocsi             | (Univ. of Washington Press)   |
| 3. <i>The Balkans.</i>                          | Mark Mazower                    | (Modern Library)              |
| 4. <i>Central Europe.</i>                       | Lonnie R. Johnson               | (Oxford University Press)     |
| 5. <i>Concise History of the Baltic States.</i> | Andrejs Plakans                 | (Cambridge Concise Histories) |
| 6. <i>The Bridge on the Drina.</i>              | Ivo Andrić                      | (Univ. of Chicago Press)      |
| 7. <i>Nationalism.</i>                          | John Hutchinson & Anthony Smith | (Oxford Univ. Press)          |
| 8. <i>The Good Soldier Svejk.</i>               | Jaroslav Hašek                  | (Penguin Classics)            |
| 9. <i>The Gypsies of Eastern Europe.</i>        | David Crowe & John Kolsti       | (M.E. Sharpe)                 |
| 10. <i>Fateless.</i>                            | Imre Kertész                    | (Northwestern Univ. Press)    |

**Assignments:** Students must complete all of the assignments below in order to receive course credit and a course evaluation.

1. Write and submit **two professional book reviews**. A guideline for writing book reviews is posted on the program Moodle site. At least one review is of a book used in the program chosen from #3-10 in the list above, enabling the student to help open and lead the discussion. Students may opt to replace one of the program books with a book from outside dealing with their assigned country. Any outside book should be first cleared by the student's seminar faculty. Students are encouraged to submit their book review on a seminar book on the day that the book is discussed in seminar, but in all cases the first review will be due no later than Friday, 10/21, and the second no later than Tuesday, 11/29.

2. **Two in-class geography quizzes: In seminar on Friday, 10/07 and Friday, 11/04.**

3. Participation in a **group film review and one individual written film critique based on that particular film** (2-3 pages, **DUE on day of film class screening of the student's chosen film**). All students will select one film per quarter to preview, introduce it to the class, and help lead small group discussions after the film. A guideline for writing the film review is available on the program Moodle site.
4. Book seminar **text quizzes** (brief and usually two times per week).
5. **Leading seminar discussion and debate**: During seminar 2 (Friday, 9/30), all students will choose at least one of the assigned texts (# 3-10) and will then prepare to open and lead seminar discussion of this text along with fellow students who have also chosen to review it on the date the book appears in the program syllabus. Student led seminars will start during seminar 3 (Tuesday, 10/4) of this term.
6. (a) **A research prospectus** (one page) for the End-of-Term Group Presentation;  
 (b) **a bibliography** related to the research project with a minimum of 10 sources which must include books and articles (no Wikipedia-type sources). **BOTH DUE 10/21**.
7. End-of-term **Group Presentation on the students' countries of research** to entire program. (Full details will follow later and will also be posted on the program Moodle site).
  - a. maximum of five students per group/country;
  - b. maximum time per student is 10 minutes, with 5 minutes for questions.
7. **One official TESC student self-evaluation**. **DUE: during week 10**.
8. **One official TESC seminar faculty evaluation**. **DUE: at final evaluation conference**.
9. A comprehensive **course portfolio** that will include all of the above items plus any additional material that might speak of your learning process for the quarter. *Keep all class written work*. **DUE: during week 10**. Seminar faculty will discuss specific details regarding the portfolio with their respective seminar groups.

#### **Credit Policy and Program Requirements:**

- a) Full and conscientious participation; on-time completion of all readings, writing assignments, and examinations; attendance at all program activities, including films.
- b) No late submissions. If you anticipate a problem, see your faculty before the assignment is due.
- c) No plagiarism. Never represent anyone else's work as your own. Ever. In your writing, cite *all* quotes, facts and concepts from your sources. If you don't know what plagiarism is, ask, or read about TESC Academic Honesty policy here: <http://www.evergreen.edu/advising/academicpolicies.htm#honesty>
- d) An end-term portfolio that includes all of your work during the quarter. Read: "Don't lose or throw anything away or delete!"
- e) A signed covenant of responsibilities and obligations (last page of this syllabus).

**Seminar:** Everyone should come prepared to speak, argue, and discuss relevant themes in seminar. Use your short response notes, taken during your reading, as a jumping off point for discussion. The more closely and critically you and your colleagues read the assigned texts, the more effective and enjoyable will be our time spent in seminar. Students will be given short quizzes during the start of all seminars which are also intended to stimulate discussion.

**Film:** This is an integral and required aspect of our program. We expect all students to come to the films on time and with a critical eye. Over the course of our two-term study, we will view a wide array of feature films and documentaries, a great number of which are considered classics of their genre. Once per term students will be required to join small groups in which members will preview, introduce, and lead group discussions on a particular film of their choice. Again, a guideline for writing film reviews is posted on our program Moodle site.



**WEEK 4 – OVERVIEW OF CENTRAL EUROPE, 1945-PRESENT**

- Tues 10/18 Lecture: "Geopolitics of the Cold War and the 1989 Revolutions" (Zoltán);  
Film: *Road to Nowhere* (Michael Ignatieff, 1994; 50 min.)  
 10/18 Seminar: Johnson, *Central Europe*, chapters 12 & 13 (pp. 236-323); and Magocsi,  
*Historical Atlas* (maps in Ch. 52, 53, 54, 56, 57, 58)
- Weds 10/19 Film & Discussion: *Człowiek z żelaza* (Man of Iron, Andrzej Wajda, 1981, 153 mins.)
- Fri 10/21 Lecture: "The Marriage and Divorce of the Czechs and Slovaks" (Marta)  
 Discuss Magocsi, *Historical Atlas* (map in Ch. 41)
- 10/21 Seminar: Preparation for final presentations (topics, sources, etc.)  
**\*\*One-page research prospectus with bibliography DUE\*\***  
**\*\*First book review DUE no later than today\*\***

**WEEK 5 – FIELD TRIP: Specific instructions will be posted on the program Moodle site.**  
 (\*\*\*\*\* NOTE SPECIAL DATES: 10/23 to 10/26 \*\*\*\*\*)

\*\*\***Sunday 10/23** Depart TESC late morning for Seattle's Croatia Fest (croatiafest.org) and three nights  
 at Cornet Bay Environmental Learning Center (Deception Pass State Park on Whidbey Island)

\*\*\***All day Monday 10/24, Tuesday 10/25, morning of Wednesday 10/26:**

Lectures: Diverse themes by all faculty on their areas of special interest;  
 Fun with language spellings and pronunciations, Cyrillic scripts (All Faculty)  
Seminars: Andrić, *The Bridge on the Drina* (all)  
Films & Discussions: *Before the Rain*; *The Shop on Main Street*; *Sunshine*

\*\*\***Weds 10/26** Return to TESC (by approx. 4:00 p.m.). No class Friday

**WEEK 6 – THEORIES OF NATIONS AND NATIONALISM**

- Tues 11/1 Lecture: "Nations and Nationalism, Ethnos and Ethnicities" (Rob);  
 "Geographies of the National Question" (Zoltán)  
 11/1 Seminar: Hutchinson & Smith, *Nationalism*, #1, 2, 9, 10, 12, 14; and Magocsi,  
*Historical Atlas* (maps in Ch. 39, 42, 43, 44)
- Weds 11/2 Lecture: "The Yugoslav Wars" (Zoltán)  
Film & Discussion: *Shot Through the Heart* (1998, 112 mins.)
- Fri 11/4 Lecture: "Nationalism in Central European Music" (Pat)  
 11/4 Seminar: Hutchinson & Smith, *Nationalism*, #19, 22, 25, 26, 27; and Magocsi,  
*Historical Atlas* (maps in Ch. 45, 46, 47, 48)  
**\*\*Geography QUIZ #2: Regions, Languages, Religions\*\***

**WEEK 7 – THE MAKING OF NATIONS: VIOLENCE IN THE BIRTH OF HISTORY**

- Tues 11/8 Lecture: "World War I and the Rise of 'Nation States'" (Rob);  
 More fun with language spellings and pronunciations, Cyrillic scripts (All Faculty)  
 11/8 Seminar: Hašek, *The Good Soldier Svejk*, Introduction through p. 78 & pp. 219-240
- Weds 11/9 Film and Discussion: *Ničija zemlja* (No Man's Land, 2001, 98 mins.)
- Fri 11/11 Lecture: "Central European Tours" (All Faculty)  
 11/11 Seminar: Hašek, *The Good Soldier Svejk*, pp. 241-395

**WEEK 8 – PREPARATION WEEK FOR FINAL PRESENTATIONS**

- Tues 11/15 Film & discussion: *Latcho Drom* (Zoltán)  
 11/15 Seminar: Meet with your group in your Seminar Room to prepare final presentations
- Weds 11/16 Film and Discussion Time: Meet with your group to prepare final presentations in LH or elsewhere on campus
- Fri 11/18 Lecture Time: Group meetings, and practice for final presentations: watch organization and timing (NO MORE THAN 10 MINUTES PER STUDENT PERMITTED DURING PRESENTATION)  
Seminar Time: Group meetings in your Seminar Rooms, and practice for final presentations: watch organization and timing (NO MORE THAN 10 MINUTES PER STUDENT)

\*\*\*\*\*PROGRAM BREAK 11/19 - 11-28\*\*\*\*\*

**WEEK 9 – ROMANIES IN CENTRAL EUROPE—AND BEGIN GROUP PRESENTATIONS**

- Tues 11/29 Lecture: "The Romani Question" (Pat and Marta)  
 11/29 Seminar: Crowe, *The Gypsies of Eastern Europe* (pp. vii-149, 195-298)  
**\*\*Second book review DUE no later than today\*\***
- Weds 11/30 Film and Discussion: Final Presentations
- Fri 12/2 Lecture: Final Presentations  
 12/2 Seminar: Final Presentations

**WEEK 10 – PROGRAM PRESENTATIONS**

- Tues 12/6 Lecture: Final Presentations  
 12/6 Seminar: Kertész, *Fateless* (all)
- Weds 12/7 Film and Discussion: Final Presentations
- Fri 12/9 Lecture: Final Presentations  
Seminar: (If necessary: Complete the Final Presentations)  
**DUE: Course Portfolios & Self-Evaluations**

**WEEK 11 – Evaluation Week – December 12-16**

Evaluation conferences will be conducted this week only for students who are not continuing in the program in winter term. Everyone else is free to leave and will have eval conferences in the first few weeks of winter term. Marta's students must meet with her because she is returning to Slovakia after fall term.

## **BLOOD AND BORDERS: TRADITION AND TRANSFORMATION IN CENTRAL EUROPE PROGRAM COVENANT**

As we engage in the collective work of this program, please bear in mind that we form an academic community. In order to study and learn effectively as individuals, we need to work together as a group.

**Evergreen's Social Contract:** The Social Contract includes provisions on freedom, civility, rights, prohibition against discrimination, intellectual honesty, and other topics. If you are not familiar with the social contract, find it on line at <http://www.evergreen.edu/about/social.htm>. The Social Contract governs all members of the Evergreen community.

**Learning in the midst of conflict:** It is important that we speak openly about our needs and concerns and that we respect the needs and concerns of others. As we work through the program we expect to encounter differences, and if conflict arises, we agree to proceed with respect. If we critique an idea or position, we agree to offer constructive criticism, including the posing of possible alternatives.

**Learning about cultural difference and social inequality:** Our program's inquiry requires an open-mindedness towards ideas and values which might be different from our own and a willingness to learn about serious issues such as the history of ethnocentrism, cultural prejudice, sexism, classism, homophobia and other forms of oppression. These and other structures of inequality shape the experiences of all people living in the historical and contemporary world, including all of us, as the experiences we bring to the classroom. Our program work involves academic study and promotion of a cooperative and supportive atmosphere for all program members to work on these issues. We will respect and value differences of belief, ethnicity, race, religion, gender, sexual orientation, class background, age, and experience. We will not generalize about all individuals in social groups or assume that they represent unchanging and monolithic blocs. *These principles extend outside the classroom: when we are guests in another community and interacting with other cultures, we will listen to their priorities rather than impose our own.*

**Engagement:** Evergreen programs are not simply a collection of classes, but a deeper effort to form a learning community. We learn from each other, and are therefore responsible to each other to participate in the learning community. Participation is defined as active listening, speaking, and thinking. Communication and attendance are vital to building relationships among students and between students and faculty. In the interest of fairness, we want all students to have equal access to all information and to have their attendance count. The Moodle e-mail lists are a critical part of staying informed about any changes to the syllabus and any current events that relate to the program.

**Communication:** Any e-mails or material sent to faculty should be sent **ONLY** from your **@evergreen.edu** address, so your email can be easily found among hundreds of other emails that we receive. Class emails through our Moodle site will **ONLY** go to your **@evergreen.edu** address. Using your Evergreen address also avoids email interface problems; hotmail, yahoo, gmail and other accounts are notorious for not working well with listservs, so users may be missing critical information. If you do not use your **@evergreen.edu** address, you are required to have Evergreen email messages forwarded to your preferred address. You should check your e-mail every weekday for any updates, and you are encouraged to pass along interesting news items that relate to the program on our Moodle site.

**All-program Attendance:** Attending seminars and all-program activities is the other critical aspect of participating in the learning community. As Woody Allen once said: "80 percent of life is just showing up." Many students make great efforts to coordinate their transportation, jobs and family in order to attend class. In fairness to students who attend, there will be a sign-in sheet at all-program lectures, films, workshops, etc., for students to initial. Since attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will likely lead to reduced credit. **BE ON TIME FOR THIS CLASS AND SEMINAR;** it is in your own interest to be on time since class instructions and quizzes are usually at the beginning. Three occasions of tardiness will equal one absence. Absences will only be excused under extenuating circumstances (documented in an e-mail or phone message to your seminar's faculty member, preferably in advance). **ALWAYS KEEP IN COMMUNICATION with your seminar's faculty member by e-mail or phone. If you are absent for an extended period it is your responsibility to let your faculty and classmates know you are safe.**

**Note-taking** is strongly encouraged to retain information for discussion and assignments. Some powerpoints and other lectures can be downloaded and printed from links on the web to aid in note-taking. You should identify a friend who can take detailed notes in case of your excused absence.

**Cooperative efforts.** All-program work and seminars require collaborative and cooperative efforts from both faculty and students. Students should familiarize themselves with this Program Covenant, the Evergreen Social Contract and the Student Conduct Code regarding issues such as plagiarism and disruptive behavior. Normal adult behavior, of course, is expected, and disruptive or disrespectful behavior will be grounds for expulsion from the program. In all program activities, please make sure your cell phones are turned off and that you do not make it difficult for students or faculty to listen or concentrate. ***Laptops and iPods are not to be used at all during class activities*** in order that students participate in listening and discussing. (Using laptops, etc., during breaks in classroom activities is fine.)

**Seminar Attendance:** Significant parts of the program are organized as seminars. Consistent attendance and informed discussion is not only encouraged and desired but also expected. The subject matter is complex; the program, however, is structured in such a manner that the foundations for each class are established in the preceding classes. The seminar is essentially a Book and Text seminar (films are also texts); therefore each student must bring the day's reading material to the class. It is important that the seminar discussion stay on topic with the text as the main source of the discussion. Attending and fully preparing for, and participating in seminars is also considered very important to your individual success, as well as to the collective success of the group. The faculty anticipate lively and respectful discussion. The seminar will be a collaborative, exploratory undertaking and is the place where most of the insights will be made. We are looking forward to engaged and vital seminar groups.

**Evaluation of student performance:** Credit is not the same as positive evaluation. Students earn credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance. Starting early on readings and projects, and even staying somewhat ahead of the program schedule, can help prevent last-minute crisis completions of projects and will enhance your participation in seminar discussions. A paper handed in late may not be accepted for credit if the faculty member does not accept your circumstances as extenuating.

**Evaluation Conferences:** Each student will have an evaluation conference with his/her seminar leader at the end of the quarter when they are leaving the program in order to discuss the student's self-evaluation, the faculty evaluation of the student, and the student evaluation of the faculty. Students should not make plans for vacation without first signing up for an evaluation conference with their seminar leaders. Students who wish to have the student evaluation process separated from the faculty evaluation process may submit a written evaluation of the faculty member to the program secretary. Students continuing in the program in winter term will have an evaluation conference during the first few weeks of that term. Students in Marta's seminar must meet with her before the winter break because she is leaving after fall term.

**Grievance Procedures:** It is important to act on grievances in a timely fashion. The most direct way is to pursue the matter through these steps:

1. Take up the concern with the parties involved in the grievance.
2. If not resolved, meet with seminar leader.
3. If still not resolved, meet with the faculty team.
4. If still not resolved, meet with the academic dean.

However, in some situations and particularly in difficult situations students may feel uncomfortable with face-to-face encounters. In such cases, the college offers a range of support services. Among these are the Grievance Office (x6891), Access Services (x6348, TTY 360-867-6834), Counseling Center (x6800), First People's Advising (x6467),

Housing (x6132), and Sexual Assault Prevention Office (x5221). The Grievance Office can refer you to additional support services.

**Academic Honesty:** In an academic community we learn from each other. It is important that you acknowledge other people for their ideas, and never pass off someone else's ideas as your own. In written work, always use proper citations. You must not simply copy information without citation, or even rely on cited web data without using library or other media sources. See the Social Contract for more information about plagiarism. **Copying and pasting text from a website, or lazily passing off anyone else's writing as your own constitutes *PLAGIARISM* and will be dealt with zero credit for the project and/or the program.**

Students may be asked to leave the program. If a student repeatedly disrupts the attempts of others to learn, faculty team members will warn the student that continuation of this behavior will result in his or her dismissal from the program. If the behavior continues, the faculty team will confer and will ask the person to leave the program at once.

**Alcohol/Drugs.** Any use of alcohol or drugs at a program event will be grounds for immediate dismissal from the program.

**Accommodations:** Please let your faculty know at the beginning of the quarter if there are any reasonable accommodations that you will need that will be coordinated through the Evergreen's Access Services.

The faculty members have agreed to this covenant by the act of writing it and continuing in the program. Each student recognizes that this covenant expresses the ground rules governing the program and agrees to abide by it by the act of continuing in the program and by signing and dating the Seminar Introduction Form (attached to printed syllabus) and returning it to their seminar leader.

**BLOOD AND BORDERS: TRADITION AND TRANSFORMATION IN CENTRAL EUROPE  
SEMINAR INTRODUCTION FORM**

Name (please print): \_\_\_\_\_

Preferred nickname (if different from your first name): \_\_\_\_\_

Standing (circle): Freshmen Sophomore Junior Senior (Transfer student from: \_\_\_\_\_)

**\*\*EVERGREEN\*\*** E-mail (*check every day!!!*): \_\_\_\_\_

Cell phone: (        ) \_\_\_\_\_ Send/get texts? Y N Other local phone: (        ) \_\_\_\_\_

Hometown: \_\_\_\_\_

Reason(s) that you chose this program: \_\_\_\_\_

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Travel or other experience with Central Europe: \_\_\_\_\_

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Related academic preparation and work experience: \_\_\_\_\_

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Languages you speak or read, or have taken courses in (specify beginning, intermediate, or fluent):

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Anything else you would like your faculty seminar leader to know:

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I recognize that the Covenant (in syllabus) expresses the ground rules governing the program and agree to abide by it by the act of continuing in the program and by signing and dating this page and returning it to my seminar leader.

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date