EDU199/HONR194: Kosovo: Repairing and Rebuilding

J-Term 2019 Travel Seminar
AOI: Historical Foundations
AOI: Global Cultural Understanding

Instructor: Dr. Tonia Land
Professor Stephanie Ely
Honors Elective credit

**Course Description**

Kosovo is a new country that declared its independence from Serbia in 2008, and was formally recognized by the United Nations in 2017. Its geographic location—a land-locked region of mildly rolling valleys of farmland surrounded by mountains—meant that it has been both isolated and invaded throughout its history. That location has been a highway for various empire-builders for centuries, as a link between Europe and the Middle East. As a result, within an area the size of Minnesota, Wisconsin, Illinois, and Iowa, there are 12 countries containing 10 different languages, three different main religions (Easter Orthodoxy, Catholicism, and Islam). Centuries of intercultural influences have infused the region with a mélange of cultural, historical, and artistic traditions. It has also been the site of much conflict over those same centuries. The travel seminar will involve Kosovar professors, students, and community members and may also include support from host institution students as cultural liaisons for formal and informal visits and experiences. Course content will be of particular interest for students interested in art, linguistics, conflict resolution, cultural studies, education, global security, sociology, anthropology, history, international studies, and political science. NOTE: AOI students must indicate, at registration, for which AOI they intend to take the course.

**Historical Foundations (HF) AOI**

This course will examine the history of Kosovo and the surrounding region, including the political, religious, cultural, linguistic, and economic traditions of Kosovo are represented in contemporary efforts to formulate past, present, and future Kosovar identities and attempt to resolve historically-pernicious conflicts. This historical inquiry will draw on the expertise of local academics from politics, history, geography, economics, linguistics, and theology. The rich, turbulent, and fluid history of this region makes it an excellent site for helping students better understand the effects of and responses to cultural diffusion and inter-cultural conflict. For the HF-AOI, the course will rely heavily on readings and investigations of Kosovo/regional history, and while in Kosovo, continue exploring that history through contemporary contexts via lectures and site visits of historical significance. Students will have the opportunity to engage Kosovars in conversation about recent history and current conditions in Kosovo. Additionally, students will engage in nightly reflections—through discussion and journals—that revisit the HF course objectives (A, B, and C) to make connections between the readings, experiences, and objectives.

**Global and Cultural Understanding (GCU) AOI**

This course will examine the political, religious, cultural, linguistic, and economic traditions of Kosovo are represented in contemporary efforts to formulate past, present, and future Kosovar identities and attempt to resolve historically-pernicious conflicts. This inquiry will draw on the expertise of local academics from politics, history, geography, economics, linguistics, and theology. The rich, turbulent, and fluid history of this region makes it an excellent site for helping students better understand the effects of and responses to cultural diffusion and inter-cultural conflict. For the GCU-AOI, the course will begin with readings and investigations of Kosovo/regional history, and while in Kosovo, continue exploring that history through contemporary contexts via lectures and site visits of cultural significance. Students will have the opportunity to engage Kosovars in conversation, seeking to understand socio-cultural contexts and experiences, and how they emerge in contemporary Kosovar identities. Additionally, students will engage in nightly
reflections—through discussion and journals—that revisit the GCU course objectives (C, D, and E) to make connections between the readings, experiences, and objectives.

**Course Objectives**

Students will…

A. Demonstrate an understanding of the interplay of the historical, political, social, economic, cultural, and scientific processes that have shaped contemporary Kosovo (HF 1)

B. Articulate an understanding of the history of Kosovo and analyze critical civic and global issues related to Kosovo’s independence and history (HF 3)

C. Analyze the skills, knowledge, and collective efforts in Kosovo to foster intercultural communication, respect, understanding, and conflict resolution amid different forces and interests and place them in historical context (HF 5, GCU 4)

D. Interpret intercultural issues from the perspectives both of the self and of Kosovars and demonstrate an understanding of the complexity of cultural issues in Kosovo (GCU 1)

E. Identify and analyze how Kosovo’s institutions adjust in response to struggles among members of their diverse society and how they address their needs (GCU 3).

**Texts**

The readings for this course will be made available through digital resources on Blackboard.

- Additional materials to come from Kosovo academics and guest lecturers; specific readings to be determined, but the readings will be on or about the following:
  - History of Kosovo*
  - Geology/Geographical influences of and on Kosovo
  - Cultural diffusion
  - Globalization and economics of Kosovo (historical and contemporary)
  - Conflict resolution practices in Kosovo*
  - Art history and influences in Kosovo (Greek, Roman, Ottoman, Byzantine)

**Drake Mission Statement**

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff and by the integration of the liberal arts and sciences with professional preparation.

**Course Format**

The course and travel seminar will be a mixture of readings, group meetings, lectures, site visits, informal and formal group and individual outings. Careful and deliberate pre-trip preparation, a positive and open-minded attitude, responsible action, and thoughtful reflection will ensure a positive learning and life experience for you and your fellow travelers.

*Awaiting recommendations from Kosovar colleague*
Pre-travel format will include readings, lecture, and discussion in a classroom setting. There will be 2-3 pre-trip meetings during Fall 2018.

Travel portion will involve experiential learning in both formal (i.e., museums, lectures) and informal (i.e., archaeological sites, local events, conversations with Kosovo university peers), nightly discussions, journal formation.

Post-travel requirements will include a written reflection based on a sub-set of topics to be determined by the specific site-visits, and experiences, and student-generated pre-trip questions.

**Course Expectations and Requirements**

**Engagement:** Students participating in this travel seminar are expected to complete all course readings and pre-trip activities as determined by the course instructors. All assignments and activities are to be completed and submitted on time. Students will be expected to engage themselves, activate their curiosity, and actively pursue learning opportunities in this course. Students will be expected to operationalize their reasons for participating in the course to educate themselves about Kosovo and themselves as travelers to a foreign land and culture. You will be immersed in a city and culture different from your own, and in a country with norms and conflicts that will be unfamiliar. How you engage these experiences, your approach to them, will dictate whether or not the experiences are valuable and educational. Drake University and the course instructors can only provide you with opportunities to learn and grow; you must take advantage of these opportunities.

**Readings and Informed Participation:** Developing the habit of careful, quality reading will serve you well, regardless of your reading aims. Without a firm grasp of texts and content you cannot meaningfully engage with the ideas they contain to inform your thinking. The quality of our group discussions and learning, as well as your understanding and interpretation of your own experience, will depend on the care with which you prepare for the trip, and this includes the assigned readings.

**Cultural Sensitivity:** This course will tackle very sensitive political, ethnic, and cultural issues. Students will have the opportunity to speak with and learn from individuals from many different groups who have experienced personal tragedies and horrific acts of violence. It is vital that students be mindful of the language they use when engaging these citizens and scholars in discussion and inquiry. Students will also meet people who have lost property, livelihoods, family members, and friends to a conflict that is not even one generation removed from the present. Students will also need to strictly abide local laws and directives. Put another way, imagine visiting Ground Zero in New York, and there may or may not be survivors or victim family members nearby, or even police and fire personnel in the crowds around you. You would likely feel compelled to be respectful and sensitive in regard to those people. Kosovars will require nothing less than the same respect and sensitivity.

**Alcohol and Drugs Policy:** Travel seminar participants are subject to the local laws of the host country. Foreign visitors in countries abroad are particularly vulnerable when it concerns violations—intentional or unintentional—of local rules and regulations concerning alcohol and, in particular, drugs. Some drugs are illegal in certain foreign countries even when they have been legally prescribed in the United States. Possessing or using drugs in violation of local law can carry heavy penalties, including the death sentence in some countries. The process of law and punishment
may be far more arbitrary than within the United States and may lead to prolonged imprisonment under substandard conditions. Simply put: obey the local laws.

Depending on the circumstances, specific policies may be established for a study abroad seminar, including a prohibition on the consumption or possession of alcohol by all participants. In other cases, while persons of legal age may not be denied the right to drink alcohol, the University will endeavor to prevent the abuse of drinking privileges by encouraging individuals to behave in an appropriate and responsible manner when drinking alcohol. Any students violating Drake University policy regarding alcohol, illicit drugs, and/or controlled substances will be subject to disciplinary action, including immediate removal from the Seminar.

If you are going to drink alcohol, do so responsibly and in conformance with local laws and the Drake Code of Student Conduct. Be aware that accidents are more likely after using alcohol or drugs, as well as pain and embarrassment. You are also unlikely to be covered by insurance if alcohol is involved. There is no minimum drinking age in Kosovo.

**Course Activities**

The following is a non-exhaustive list of activities that will make up the bulk of the course.

- Pre-trip background reading (history, culture, contemporary society)
- Albanian Language basics – students required to learn basic respectful and useful phrases.
- Pre-trip formulation of group research questions based on pre-trip readings.
- Individual research proposal to be completed and submitted prior to travel
- Site visits and excursions, from museums and archaeological sites to cultural and outdoor activities.
- Some evenings discussions to reflect on day’s experience.
- Journal – students will be required to keep a journal about the experience and to demonstrate depth of thinking that goes beyond simply listing what you did and ate that day.
- Final project to synthesize experience, discussions, journal, and research questions into rich, complex, and coherent whole.
- Drake campus group presentation/event following completion of seminar.

**Course Assessments**

**Pre-Trip Tasks and Assignments (5%)**: You will be asked to complete some short tasks (Living/Learning Agreement, Readings and Discussion Boards, and Jigsaw Activity) during the Fall semester. These activities are designed to help prepare you for both the trip and the academic assessments below, and as such, they are weighted at only 5%.

**Journal (25%)**: You will be expected to keep a journal, and that will begin at the conclusion of our first Fall 2018 pre-trip meeting. Once we begin the travel portion of the seminar, you will be expected to journal about that day’s experiences, questions generated, and discussions that follow. Additionally, there will be prompts for you to respond to provided by the professors. This journal will be your main resource for producing the Final Product, which will account for 25% of our grade for the course. A copy of your raw journal notes will be submitted at the conclusion of the course.

**Engagement (30%)**: Your active participation, respectful interactions, and general educational and personal involvement in the travel seminar experience will be assessed. Activities subject to this assessment include, but are not limited to pre-trip preparation, travel decorum (as public representatives of Drake University and the U.S.A.), and collaborative discussions.
Final Product (40%): You will produce a final ‘product’ that synthesizes the totality of your travel seminar experience as dictated by (a) your self-generated pre-trip questions, or (b) questions, frameworks, or issues that emerge during your seminar experience. A great deal of latitude will be given students in regard to the mode of delivery, but the content will require inclusion of or connection to the course theme (repairing and rebuilding). Students can write a paper, produce a multi-media presentation, or even an artistic rendering of their experience. The final product modes must be pre-approved by the course instructor. Students will be encouraged to speak with the instructor periodically during the seminar to share topic, thesis, theme, and mode ideas.

The assessment of your Final Project will be determined by the extent to which your submission meets 2 of the 5 course objectives (based on the Historical Foundations and Global and Cultural Understanding AOIs). You required to choose the two (2) objectives you would like to meet and clearly indicate those in the submission. Those taking the course for Honors credit must choose three (3) objectives. The course objectives are as follows:

A. Demonstrate an understanding of the interplay of the historical, political, social, economic, cultural, and scientific processes that have shaped contemporary Kosovo (HF 1)

B. Articulate an understanding of the history of Kosovo and analyze critical civic and global issues related to Kosovo’s independence and history (HF 3)

C. Analyze the skills, knowledge, and collective efforts in Kosovo to foster intercultural communication, respect, understanding, and conflict resolution amid different forces and interests and place them in historical context (HF 5, GCU 4)

D. Interpret intercultural issues from the perspectives both of the self and of Kosovars and demonstrate an understanding of the complexity of cultural issues in Kosovo (GCU 1)

E. Identify and analyze how Kosovo’s institutions adjust in response to struggles among members of diverse societies and how they address their needs (GCU 3).

All students must also submit a 2-3 page paper that clearly explains how the submitted product meets each of the objectives chosen. Honors students must also include a 2-page summary that explains the interdisciplinary connections made in the project submission. Since this final project will account for 40% of your final course grade, completion and timely submission will be necessary (though not solely sufficient) to earn a passing grade for the course. The deadline for submissions is 11:59 pm, February 3rd, 2019.

Grading Criteria for each Objective: (Note: Accuracy and relevance are ALWAYS required, whether stated explicitly in the criteria or not.)

A. Demonstrate an understanding of the interplay of the historical, political, social, economic, cultural, and scientific processes that have shaped contemporary Kosovo (HF 1)
   a. Processes identified and accurately and relevantly represented.
   b. Thoughtfully explains the interplay of HPSECS processes.
   c. Analyzes and/or evaluates the effects of these processes in contemporary Kosovo (i.e. culture, conflicts, etc.)
   d. Uses specific examples, evidence, and artifacts from seminar experience.

B. Articulate an understanding of the history of Kosovo and analyze critical civic and global issues related to Kosovo’s independence and history (HF 3)
   a. Identifies and describes specific issues relevant to past and present Kosovo.
   b. Clearly articulates processes that have defined and produced these issues.
   c. Analyzes the relationship of these issues with depth and understanding.
d. Uses specific examples, evidence, and artifacts from seminar experience.

C. Analyze the skills, knowledge, and collective efforts in Kosovo to foster intercultural communication, respect, understanding, and conflict resolution amid different forces and interests and place them in historical context (HF 5, GCU 4)
   a. Identifies and describes the efforts to engage in these processes and their histories.
   b. Explains the multiple forces and interests and their histories.
   c. Analyzes and evaluates the relationships between the efforts and the forces/interests through historical lens.
   d. Uses specific examples, evidence, and artifacts from seminar experience.

D. Interpret intercultural issues from the perspectives both of the self and of Kosovars and demonstrate an understanding of the complexity of cultural issues in Kosovo (GCU 1)
   a. Intercultural perspectives and/or conflict accurately represented.
   b. Interpretations demonstrate analysis, depth, and understanding of the relevant intercultural perspectives and conflicts.
   c. Both past and contemporary events represented accurately and relevantly using three or more perspectives represented with depth and clarity.
   d. Uses specific examples, evidence, and artifacts from seminar experience.

E. Identify and analyze how Kosovo’s institutions adjust in response to struggles among members of their diverse society and how they address their needs. (GCU 3)
   a. Identifies and describes contemporary efforts to resolve conflicts of politics, culture, nationhood, community, or individual identity.
   b. Explains the relationships among conflicts in politics, culture, nationhood, community, or individual identity.
   c. Analyzes the relationship between contemporary efforts to resolve conflicts and politics, culture, nationhood, community, or individual identity.
   d. Uses specific examples, evidence, and artifacts from seminar experience.

• Each component of the criteria for each objective will be weighted at 22.5% for that objective.
• For all projects, spelling, usage, grammar, punctuation, and writing/media conventions will be assessed at 10% of the total grade.

Written Work: Your writing is expected to meet the standards of scholarly expectations for undergraduate level work, appropriate citation, and the academic integrity policy of the college. You are expected to turn in original work and plagiarism will not be tolerated. Read carefully the note about writing quality to be found in the Grades section below.

● All written assignments must be typed, double-spaced, 12 pt. Times or Times New Roman.
● All assignments are to be submitted by due date as a .doc or .docx file.
● All uploaded files must include your last name as the first word in the document file names. For example, one of my files would be “Land_Essay.doc”.
● Please use standard citation styles (APA, Chicago, MLA). Pick one and be consistent.
● Failure to comply with any one of these simple, but important, requirements will result in an automatic deduction of 10% for that assignment.
● Standard English spelling, grammar, and punctuation is expected. More than 10 errors of this kind in an assignment will automatically result in a grade of 50% for that assignment with no further assessment. You will be allowed to revise the work, but it will be scored as an average of the two submissions.
● Keep a copy of your work. We are not responsible for keeping copies for you.
**Discussion Expectations:** Everyone is expected to participate in discussions, formal and informal, during this travel seminar. The experience will be both individual and collective, both of which are strengthened and enhanced by collaborative discussion.

Please be respectful of others during this course. While it is not expected that you agree with everyone’s opinion, personal attacks will not be tolerated. This does not mean that we must let all ideas go unchallenged, but only that the ideas are contested, not the persons who advance them. Individuals who fail to respect the right of others to inquire, interrogate, and learn will be asked to leave the classroom and will receive grade reductions for their actions. Your behavior, professionalism, interactions, and general deportment will be assessed throughout the semester and count for 30% of your final grade. Successful people typically conduct themselves in a manner that is above reproach: practice being that kind of person.

Lastly, benefit of the doubt will always be given to the person who acts in the pursuit of truth and/or knowledge. Simply asking a tough or controversial question—if it is in the pursuit of truth—does not constitute a personal attack or offensive behavior. Just because someone says something you do not like or do not agree with does not mean that person is being offensive or disrespectful. We must work together to create an educational environment, but we must also treat all subjects of inquiry with respect.

**Late Work:** Students are expected to complete assigned tasks when they are due and students are expected to progress as future professionals by meeting all deadlines. Late work will be assessed at 50% of their total score. The course is largely experiential, and the tasks assigned are designed to help students process, reflect, understanding, and operationalize their learning from these experiences. Students who do not consistently and thoughtfully participate in these activities will suffer the natural consequence of diminished learning. However, students who consistently and persistently refuse to engage in this course appropriately will see these actions represented in their final grade.

**Accommodation for Disability:** Accommodations are coordinated through Student Disability Services. If you have a disability and will require academic accommodations in this course, contact Michelle Laughlin, Director of Student Disability Services (271-1835) or michelle.laughlin@drake.edu to make arrangements for accommodations during the Fall 2014 meeting period. Keep in mind that we will be in a foreign country with different laws, customs, and obligations for people with disabilities. The course instructors will make good faith efforts to accommodate students with disabilities, but students should recognize that there might be constraints and limitations in regard to the outcome of those efforts. Neither Drake University nor the course instructors can be held responsible for such constraints or limitations.

**Academic Honesty:** Intellectual integrity is expected on the part of undergraduate and graduate students who participate in professional preparation and enhancement programs offered by Drake University. Students of Drake University must maintain high ethical standards and academic honesty. The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Possible penalties may include any of the following: reprimand, dismissal from the course with a failing grade, probation, suspension, and/or dismissal from the University.

**Communication Policy:** You are expected to take a consistent and active interest in your progress
in and preparation for this course. It is your college career and education at stake, not ours. If you are having difficulties or encounter circumstances beyond your control that interfere with your ability to adequately prepare for and learn in this course, please let us know. If at any time prior to our departure from Des Moines (including the Fall 2018 pre-trip period) you desire to contact Dr. Land, email is the best mode, followed by an office visit, and then phone. All Drake students are assigned an email account and all official course information will be conveyed using these Drake email accounts. If you prefer Gmail or some other option it is your responsibility to take the necessary steps to assure that your Drake email is forwarded to that account. Text messaging is not an option.

We will do our best to respond to an email or voice mail within two school days (do not expect us to respond over the weekend). If your issue needs resolution sooner, please state this in your message and we will do what we can, but we cannot be expected to adequately deal with your issue on short notice. Always include your name, course (if relevant), and how to contact you.

**BLACKBOARD**

There is a Blackboard site for this course. We will utilize digital/electronic materials as often as possible for assignments and other course materials. ALL assignments (that require the submission of a produce) will be submitted via Blackboard. Unless requested in advance, we will not accept emailed documents or hard copies as official submissions. You will be expected to check the Blackboard site for announcements, assignments, and additional readings as the course progresses. Your grades will also be kept on this site.

**COURSE GRADING**

**Grading:** The grading policy is a combination of whole- and +/- grades (see below). It is important for you to take active steps throughout the course to monitor your progress and grades. If you feel that our assessment of your work is in error, it is your responsibility to speak with us within one week of the assessment. Under no circumstance will we consider arguments after this point.

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2 …as well as other relevant offices i.e. health services, registrar, student disabilities offices.