

**HR-190-M01: Imagining National Identities**

**Prof. Anne Dewey**

**3 credits**

**Spring 2017**

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**Class meetings: TTh, 14:30-15:45**

**Office: San Ignacio Hall, 3<sup>rd</sup> floor, Office 316**

**Office Hours: TTh 9:00-10:45, 13:00-14:15**

**Contact: (tel.) 91 554 5858, ext. 226; adewey@slu.edu**

**PREREQUISITE**

Acceptance in the Honors Program

**COURSE DESCRIPTION**

A study of how nations have been imagined and the relevance of the idea of nation to contemporary culture, with particular attention to questions of citizenship, postcolonialism, globalization, immigration, multiculturalism and the struggle of minority cultures for recognition. Readings include interdisciplinary analyses of nations and nationalism and fictional works that explore questions of national identity. We will also use Madrid's rich political and cultural resources to study the role that national identities play in everyday culture.

**REQUIRED TEXTS**

Andreas Huyssen. *Present Pasts: Urban Palimpsests and the Politics of Memory*.

Milan Kundera. *The Book of Laughter and Forgetting*.

Chang-Rae Lee. *Native Speaker*.

V. S. Naipaul. *The Masque of Africa*.

Emine Sevgi Özdamar. *The Bridge of the Golden Horn*.

Jyoti Puri. *Encountering Nationalism*.

**COURSE OBJECTIVES AND OUTCOMES**

*Objectives:* This cross-disciplinary course provides students with an introduction to University Honors Program course work by nurturing independent critical and interdisciplinary thinking. Through the course's focus on nation, nationalism, and national identity from different disciplinary and experiential perspectives, we will discuss diverse theories of what a nation is and their development over time, with particular attention to classical European theories of the nation and contemporary revisions of these theories from a postcolonial and global perspective. We will also study how the nation as idea and institution shapes individual and group identity and historical process.

The Honors Program encourages you to think creatively and to take initiative in your education by developing and pursuing your own research questions. Interdisciplinary inquiry provides greater consciousness of how different disciplines construct knowledge and a foundation from which to pursue original and synthetic thinking. Ideally, you should be capable both of respecting the standards of individual

disciplines and challenging disciplinary boundaries throughout the Honors Program. The independent research project allows you to practice these skills.

*Outcomes:*

- To understand the history and diversity of theories of the nation, from classical European to contemporary theories emerging from our postcolonial, globalized world
- To develop critical awareness of one's own understanding of nation and its origins in personal experience
- To be able to analyze and articulate one's experience of nation in a variety of cultural settings, from local to international, through synthesis of the different disciplinary approaches and theories studied
- To express orally and in writing one's understanding of the course concepts
- To be able to formulate and complete an independent research project from an informed perspective that incorporates and builds on the material covered in the course

## COURSE POLICIES

**Attendance Policy:** I trust absence will not be a problem in an Honors course, but unexcused absences and lateness will lower your grade. **Attendance Policy:** Unexcused absences and lateness will lower a student's grade as follows:

- More than 2 unexcused absences or persistent lateness will result in your **grade being lowered** by one +/- grade for every additional two absences.
- More than 8 unexcused absences results in **automatic failure of the class**.
- Arriving more than 10 minutes late counts as an absence.

We will discuss what constitutes an "excused" absence during the first day in class. **It is the student's responsibility to make up work missed for both excused and unexcused absences.**

**Class assignments:** Students should read the assigned texts carefully and critically before class. Please come with questions, observations, and ideas to share. All papers are to be typed or printed on a word processor. Thoughtful listening and engagement of ideas discussed in class is essential to our learning community.

**Students with Disabilities:** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to: <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage. *Note:* Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

**Writing Aids:** The English Writing Assistance Center (EWAC) (and the Spanish Assistance Center) provides students with help in writing. They will review TYPED draft material to help you improve any aspect of a paper you wish to work on. You can sign up for an appointment online on the English Department webpage or drop in and wait your turn. Be sure to take a copy of the paper assignment to your tutorial if you have one. The English Department webpage posts the hours of EWAC and a series of links to *online writing resources*, including research resources and style and documentation guides.

**Late Paper Policy:** The assignment schedule states when papers are due. Late papers will drop one half letter grade (for example, from a B+ to a B) per class late. Always contact me before an assignment is due if you anticipate a problem. All written assignments must be complete in order for you to pass the course.

**Academic Honesty and Plagiarism Policy:** Because cheating, falsification, and plagiarism are serious academic offenses, because you cheat yourself of the education and self-development you deserve, and because my experience has taught me that offenders who are not punished often repeat, I am merciless in pursuing plagiarism. Sanctions for violations of academic integrity include an F (grade of 0) on the assignment for a first occurrence and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University. We will discuss plagiarism and review Saint Louis University's policies on academic integrity further during our first class meeting and in the class about writing about literature. *Always* cite your sources, and do not hesitate to ask me if you are in doubt about how to cite your sources properly.

### **Summary of SLU Madrid's Academic Honesty Policy**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to

prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at:

[http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**English Department Plagiarism Statement:** In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

**Title IX anti-discrimination:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

**Collection of Student Work for Assessment:** In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation

purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

## EVALUATION

The Honors Program is designed to help students to pursue their individual interests and formulate independent projects. You will be evaluated based on your progress toward achieving the course objectives in both oral and written expression. Your work should show understanding and critical consciousness of the ideas discussed in the readings and in class. I am especially interested in your ability to think creatively and responsibly, developing your own questions and paths of inquiry in research and constructing careful arguments that critique, synthesize, and build on the knowledge you are acquiring.

While all of the items listed below can help you to achieve all of the outcomes, some focus more on specific outcomes than others: Class participation can help you to refine and articulate your understanding of nation orally through dialogue with classmates. Papers provide the opportunity to develop this understanding further and to apply the theories studied to analyze national identity in a variety of historical, social, and cultural settings. The final project challenges you to synthesize different disciplinary approaches and perform independent research to answer an original question.

Class Participation (including oral presentations)	15%
Monument paper (3-4 pp.)	10%
“What is a nation?” paper (4-5 pp.)	15%
Critical paper (5-6 pp.)	25%
Research Paper (9-11 pp.)	35%

## SCHEDULE OF ASSIGNMENTS

### Week 1

Thursday, January 12      Introduction

### Week 2

Tuesday, January 17      Ernst Renan, “What is a Nation?” (handout)  
Huyssen, *Present Pasts*, Intro.-Ch. 1

Thursday, January 19      Huyssen, *Present Pasts*, Chs. 2-6

### Week 3

Tuesday, January 24      Huyssen, *Present Pasts*, Chs. 7-end  
Edward Said, “Reflections on Exile”  
**Last day to DROP a class and not receive a grade of “W” and/or to add a class**

Thursday, January 26	Prado and Reina Sofía visit: Images of monarchy, revolution, civil war <b>Monument paper due, 4-5 pp.</b>
<b>Week 4</b>	
Tuesday, January 31	Puri, <i>Encountering Nationalism</i> , Introduction - Ch. 1
Thursday, February 2	Puri, <i>Encountering Nationalism</i> , Ch. 2 Frantz Fanon, from <i>Black Skin, White Masks</i>
<b>Week 5</b>	
Tuesday, February 7	Puri, <i>Encountering Nationalism</i> , Ch. 3
Thursday, February 9	Puri, <i>Encountering Nationalism</i> , Ch. 4
<b>Week 6</b>	
Tuesday, February 14	Puri, <i>Encountering Nationalism</i> , Ch. 5
Thursday, February 16	Puri, <i>Encountering Nationalism</i> , Ch. 6 and conclusion
<b>Week 7</b>	
Tuesday, February 21	<b>What is a Nation? paper due, 4-5 pp.</b> Reina Sofía visit: Territories and Fictions: Thinking a New Way of the World
Thursday, February 23	Winter break —no class
<b>Week 8</b>	
Tuesday, February 28	Arjun Appadurai, excerpt from <i>Modernity at Large: Cultural Dimensions of Globalization</i> (handout) Anthony Appiah, excerpt from <i>Cosmopolitanism</i>
Thursday, March 2	Kundera, <i>B. of Laughter and Forgetting</i> , Parts 1-3
<b>Week 9</b>	
Tuesday, March 7	Kundera, <i>B. of Laughter and Forgetting</i> , Parts 4-5
Thursday, March 9	Kundera, <i>B. of Laughter and Forgetting</i> , Parts 6-7
Friday, March 10	<b>Last day to drop a class and receive grade of W</b>
<b>Week 10</b>	
Tuesday, March 14	Naipaul, <i>Masque of Africa</i> , Chs. 1-2
Thursday, March 16	Naipaul, <i>Masque of Africa</i> , Chs. 3-4

**Week 11**

Tuesday, March 21

Naipaul, *Masque of Africa*, Chs. 5-6

Thursday, March 23

**Critical paper due, 4-5 pp.****Week 12**

Tuesday, March 28

Adichie, "African Authenticity and the Biafran Experience;" short story to be determined?  
Chinua Achebe, "English and the African Writer"  
Ngugi wa Thiong'o, from "Decolonising the Mind"**Proposal for final paper due****Presentation and discussion of final projects**

Thursday, March 30

Özdamar, *Bridge of the Golden Horn*, first 1/3**Week 13**

Tuesday, April 4

Özdamar, *Bridge of the Golden Horn*, second 1/3

Thursday, April 6

Özdamar, *The Bridge of the Golden Horn*, last 1/3**Week 14**Tuesday, April 11 – Thursday, April 13      **Holiday -- no class****Week 15**

Tuesday, April 18

Chang-Rae Lee, *Native Speaker*, first 1/4

Thursday, April 20

Chang-Rae Lee, *Native Speaker*, second 1/4  
**Draft of research paper due, 9-11 pp.****Week 16**

Tuesday, April 25

Chang-Rae Lee, *Native Speaker*, third 1/4

Thursday, April 27

Chang-Rae Lee, *Native Speaker*, last 1/4**Week 17**

Friday, May 5, 12:00

**Final research paper due**

Presentation and discussion of research papers

Bring one best idea and discussion question