Course Description

The time period (17th century to modern) of this survey course corresponds to the rise of the modern nation-state, and the emergence of nationalisms in various parts of the world. By reading literary texts and studying the social and political issues raised by those texts, we will trace how national identities were forged so that a group of diverse people can come (and stay) together as a nation. We will also evaluate the concepts of the nation-state and nationalism critically so that we might understand their limitations and imagine alternative futures. Our course begins with the American Revolutionary era, when the transatlantic cross-pollination of political philosophies led to the creation of the first modern nation-states. We will turn next to anti-colonial nationalisms in the late nineteenth and early twentieth century as former colonies fought for independence from colonial empires. In the last unit of the course, we will examine alternative forms of nationalisms which are disconnected from states.

Our course has a wide historical span but the concepts of ‘nation’, ‘state’, and ‘nationalism’ remain relevant to our lives today. New nation-states (e.g. South Sudan in 2011) continue to come into being, while others (e.g. Scotland in 2015) are working through internal referendums and polls on the question of sovereignty. As the United States enters an election year, issues of national identity (what it means to be American, the future of the American nation, and so on) will be contested. An important goal of our course is to develop a historical, international, and theoretical understanding of these concepts so that you might enter these contemporary debates.
COURSE OBJECTIVES AND GOALS
As a General Education course, this course satisfies student learning outcomes listed in the Undergraduate Catalog. By the end of the course, I hope you will be able to:

- Discuss critically the development of the modern nation-state, and different kinds of nationalisms
- Evaluate the potential & limitations of the nation-state and nationalism for marginalized groups
- Reflect on your own position as a citizen participating in the processes of a nation-state
- Conduct situated analyses of social, political, and cultural issues through literary texts
- Demonstrate the ability to write coherent and strong arguments

REQUIRED TEXTS

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Length</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Close Reading</strong></td>
<td>500 words</td>
<td>50 points</td>
</tr>
<tr>
<td>Conduct a close reading analysis of a passage or stanza from one of the texts we have read. In a close reading, you focus on a small section of the text to identify literary facets such as language, vocabulary, point of view, characterization, symbolism, tropes, etc. While you are focusing on a small section of the text, you may begin to see larger patterns in the text. A close reading is a building block of a literary analysis.</td>
<td>500 words</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Discussion Posts</strong></td>
<td>1500 words (500 words each)</td>
<td>150 points</td>
</tr>
<tr>
<td>Corresponding to each module, you will write one discussion post in which you apply a critical concept to the literary text we are reading or engage with a theoretical text. These discussion posts are practice for writing longer literary analyses in the midterm and final papers.</td>
<td>1500 words (500 words each)</td>
<td>150 points</td>
</tr>
<tr>
<td>1st Due: Locke/Anderson, Feb 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Due: Anti-colonial Nationalism, Mar 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Due: Black Nationalism, Apr 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical Annotation and Presentation</strong></td>
<td>500 words</td>
<td>50 points</td>
</tr>
<tr>
<td>For this assignment, you will historically contextualize one of the texts we have read in class. Literary texts yield richer understanding when read in light of their historical and social conditions of production. After you have read your chosen text, identify one primary historical documents related to an event, law, person, text, or other aspect mentioned in that text. Your write-up should briefly explain the historical document and then show how it enriches our understanding of the text.</td>
<td>500 words</td>
<td>50 points</td>
</tr>
</tbody>
</table>
Due: Variable, students will sign up in the second week of classes

### Mid Term Paper
Conduct an analysis of an idea, concept, or theme by putting two of the texts we have read in conversation with each other. For instance, you might write about colonialist attitudes displayed in Charles Dickens’ “The Noble Savage” and Daniel Defoe’s *Robinson Crusoe*. Your paper should focus on developing one main thesis statement with substantial textual evidence.

**Due: Feb 27**

### Final Paper & Reflection
For the final essay, you will develop an original, strong, and clear argument about a topic or text we have encountered in class. Draw on at least 2 scholarly and peer reviewed sources in your argument. The final paper should demonstrate the ability of the writer to do a critical close reading, historicize the text or topic, and synthesize scholarly sources. Students should discuss potential paper topics with the instructor a few weeks in advance of the due date.

**Due: Apr 24**

### GRADING

#### Grade Breakdown
Close Reading: 500 words, 50 points
Historical Annotation: 500 words, 50 points
Discussion Posts: 1500 words, 150 points
Mid Term Paper: 1500 words, 200 points
Final Paper: 2000 words, 300 points
*Reading Journal on Twitter: 100 points
Participation: 100 points
Quizzes: 50 points
TOTAL: 1000 points

*Students will take brief reading notes (comments, questions, etc) on the text we are reading, and post these notes on Twitter. Taking notes will help you read more critically. During the class period we will take up the ideas and questions raised by the class on Twitter. By sharing the notes on Twitter, you also have an opportunity to expand our class audience, and link the texts you are reading to current immigration debates in the United States and internationally. This reading journal should be kept weekly, from Week 3 to Week 13. Generally, students post about 10 tweets (reading notes) every week. Use #lit2120 in all your tweets so we have a class archive.

#### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Range</th>
<th>Value</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>930-1000</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>900-929</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
<td>870-899</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>830-869</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
<td>800-829</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
<td>770-799</td>
<td>0.00</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
<td>730-769</td>
<td>0.67</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
<td>700-729</td>
<td>0.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
<td>670-699</td>
<td>0.67</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-66</td>
<td>630-669</td>
<td>0.67</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>60-62</td>
<td>600-629</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>0.00</td>
<td>0-59</td>
<td>0-599</td>
<td>0.67</td>
</tr>
</tbody>
</table>

*Students will take brief reading notes (comments, questions, etc) on the text we are reading, and post these notes on Twitter. Taking notes will help you read more critically. During the class period we will take up the ideas and questions raised by the class on Twitter. By sharing the notes on Twitter, you also have an opportunity to expand our class audience, and link the texts you are reading to current immigration debates in the United States and internationally. This reading journal should be kept weekly, from Week 3 to Week 13. Generally, students post about 10 tweets (reading notes) every week. Use #lit2120 in all your tweets so we have a class archive.*
**Grading Rubric**
Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

You should strive to excel in all three of these areas in each written assignment:
1) Content: How strong is your argument, development, and support? Does your multimedia content (when used) seem well-constructed and relevant to your assignment?
2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An “E” is usually reserved for students who do not do the assignment or fail to attend class. However, an “E” may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.

**COURSE POLICIES**

**Communication With Your Instructor**
The best way to contact me is via email. Please allow at least 24 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

**Classroom Behavior**
Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own, therefore please have an open mind to diversity.

**Absence and Tardiness**
Because of the participatory nature of this course, attendance is crucial. You have **up to 3 absences** that you can take without penalty (aside from missing potential quizzes). **Students who**
miss more than six class periods will fail the course (although the twelve-day rule, laid out below, is the one case for exceptions). It is your responsibility to keep track of your absences.

Prolonged absences will affect your quiz average, since in most cases (aside from the exceptions below) missed in-class assignments cannot be made up. In addition, prolonged absences will affect your grade as follows:

4 absences: 10% off participation grade
5 absences: 10% off participation grade
6 absences: 10% off final course grade
7 absences: Automatic failure of the overall course

If you are absent, please make yourself aware of all due dates and turn in assignments on time. Please check with your classmates to obtain notes for the day you missed. All members of the class are expected to adhere to official UF time. For this reason, if you are late to class, this will count as ½ an absence. If you are more than 10 minutes late, I will mark you as absent. If you are frequently late to class or absent, this will also negatively affect your participation grade in the course. Students are expected to bring the required reading for the day to class with them. If a student recurrently fails to bring the reading (in print of electronic format), you may be marked as absent.

**Twelve-Day Rule and Absence Exceptions**

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work. For the official University policy on absences, please refer to [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) for more detail.

**Preparation**

Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

**Participation**

Being present in the classroom is not enough to succeed in this class. While I may lecture on occasion, many classes will rely on your questions and comments relating to our texts and assignments. If you are frequently quiet during class, I may call on you.

Your participation grade will be based on your participation in class discussion, in your behavior during group work, your online presence on the class website, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.
Electronic Devices – Cell Phones, Laptops, iPads, etc.
Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence.

You should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use a computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

Assignment Submission
Papers and written assignments are due, via electronic copy, in .doc or .docx format, before class on the date indicated on the syllabus. Your assignment is still due if you plan to miss class.

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure. Always back up your papers on a flash drive or on a cloud service, such as Dropbox.

Late Submission
If you expect to not make a deadline, please contact me in advance of the deadline. I may allow a short extension on a due date once in the term if you contact me before the deadline, and in exceptional circumstances.

Academic Paper Format
All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:
- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (http://owl.english.purdue.edu/owl/resource/747/01/).

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., Thorat_MidTerm.

Assignment Originality and Plagiarism
You must produce original material for all assignments in this course – you should not re-use materials that you have written for other courses. This also applies to material within the class – for example, you cannot repeat material from a short assignment wholesale in your research paper. However, you may expand on ideas from your shorter assignments.
Plagiarism is a serious violation of the student honor code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code). The Honor Code prohibits and defines plagiarism as follows:

“Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

a) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

b) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”

(University of Florida, Student Honor Code)

I have a zero tolerance policy for plagiarism. If you plagiarize, you will fail the assignment. You may also fail the class and be reported to the Office of the Dean of Students.

UNIVERSITY POLICIES

Statement of Composition (C) and Humanities (H) Credit.
This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: https://catalog.ufl.edu/ugrad/current/advising/info/gerenatl-educationrequirements.Aspx

Statement of Writing Requirement (WR): This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx

Statement of Student Disability Services: The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: http://www.dso.ufl.edu/drc/

Statement on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: http://www.dso.ufl.edu/sccr/sexual/

Statement on Academic Honesty: All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Important Phone Numbers for Emergencies: University counseling services and mental health services: (352) 392-1575 http://www.counseling.ufl.edu/cwc/Default.aspx ;University Police Department: (352) 392-1111 or 911 for emergencies
SCHEDULE

Week 1
Jan 6  NO CLASS – Instructor away for MLA Conference
Jan 8  NO CLASS – Instructor away for MLA Conference

Online Activity: Select one of the following terms and define it (from a scholarly source and in your own words) on Canvas Discussions: nation, state, nation-state, nationalism

UNIT 1  THE NATION-STATE IN AMERICA AND EUROPE

Week 2  Becoming American
Jan 11  Introduction to Course
Jan 13  Crevecoeur, “What is an American?” (pg 48-56)
        http://xroads.virginia.edu/~hyper/CREV/letter03.html
Jan 15  Walt Whitman, Leaves of Grass
        “I Hear America Singing,” and “A Sight in Camp in the Daybreak Gray and Dim”

Week 3  Race, Gender, and the American Nation
Jan 18  NO CLASS – MLK DAY
Jan 20  Zitkala-Sa, American Indian Stories (Chapters 1, 2)
       - Impressions of an Indian Childhood
       - School Days of an Indian Girl
        http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html
Jan 22  Zitkala-Sa, American Indian Stories (Chapters 3, 10)
       - An Indian Teacher Among Indians
       - America’s Indian Problem
       Close Reading Due

Week 4  The Modern Nation-State in Europe
Jan 25  John Locke, selections from Second Treatise of Government
Jan 27  John Locke, selections from Second Treatise of Government
Jan 29  Critical Reading: Benedict Anderson, Imagined Communities (pg 6,7 and pgs 37-47)

Week 5  Nation and Empire
Feb 1   Aphra Behn, Oroonoko, 125-150
        http://www.gutenberg.org/files/29854/29854-h/29854-h.htm#oroonoko
Feb 3   Oroonoko, 125-175
Feb 5   Oroonoko, 175-209
        Discussion Post 1 Due

Week 6  Nation and Empire
        Introduce Paper 1
Feb 10  Daniel Defoe, Robinson Crusoe, 1-40
        http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/robinsoncrusoe.pdf
Feb 12  Robinson Crusoe, 40-60, and “Colonialism” (Canvas handout)
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Nation and Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td>Robinson Crusoe, 60-100</td>
</tr>
<tr>
<td></td>
<td>Paper 1 Topic Due</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Robinson Crusoe, 100-120</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Robinson Crusoe, 120-140</td>
</tr>
</tbody>
</table>

**UNIT 2**  ANTI-COLONIAL NATIONALISM

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Anti-Colonial Nationalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 22</td>
<td>Student Conferences</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Defining Anti-Colonial Nationalism/Third World Nationalism</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Mid Term Paper Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 29</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Mar  2</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Mar  4</td>
<td>NO CLASS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Anti-Colonial Nationalism: Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar  7</td>
<td>N’gugi wa Thion’o, Weep Not, Child, Introduction &amp; 1-25</td>
</tr>
<tr>
<td>Mar  9</td>
<td>Weep Not, Child, 25-75</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Weep Not, Child, 75-100</td>
</tr>
</tbody>
</table>

**Discussion Post 2 Due**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Anti-Colonial Nationalism: Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 14</td>
<td>Weep Not, Child, 100-140</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Weep Not, Child, 140-176</td>
</tr>
<tr>
<td>Mar 18</td>
<td>N’gugi wa Thion’o, “Decolonising the Mind”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Nations and Neocolonialism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 21</td>
<td>Jamaica Kincaid, A Small Place, 1- 25</td>
</tr>
<tr>
<td></td>
<td>“Neocolonialism” on Canvas</td>
</tr>
<tr>
<td>Mar 23</td>
<td>A Small Place, 25-50</td>
</tr>
<tr>
<td>Mar 25</td>
<td>A Small Place, 50-80</td>
</tr>
</tbody>
</table>

**UNIT 3**  ALTERNATIVE FORMATIONS

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Black (Inter)Nationalism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marcus Garvey, “Declaration of the Rights of the Negro Peoples of the World”</td>
</tr>
<tr>
<td>Mar 30</td>
<td>Stokely Carmichael, “Black Power” (speech)</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Angela Davis, Are Prisons Obsolete “Introduction”</td>
</tr>
<tr>
<td></td>
<td>Alice Walker, “Everyday Use”</td>
</tr>
</tbody>
</table>

**Discussion Post 3 Due**
Week 14  |  Nation in Exile (Palestine)  
Apr 4    |  Ghassan Kanafani, *Men in the Sun*  
         |  Introduce Final Paper  
Apr 6    |  *Men in the Sun*  
Apr 8    |  *Men in the Sun*  
         |  Topics Due  

Week 15  |  Beyond the Nation (Transnationalism, Globalization)  
Apr 11   |  Research Day  
Apr 13   |  Naomi Shihab Nye (selected poems)  
Apr 15   |  TBA  

Week 16  |  
Apr 18   |  Student Conferences  
Apr 20   |  Peer Review  
Apr 24   |  Final Paper Due  