

LIT 2120: SURVEY OF WORLD LITERATURE
17th Century to Modern: Nation and Nationalism
Spring 2016



Class: MWF Period 6 (12:50pm – 1:40pm)

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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

- **Ngugi wa Thiong'o, *Weep Not, Child***. Penguin African Writers. Paperback. ISBN: 978-0143106692. <http://amzn.com/0143106694>
- **Jamaica Kincaid, *A Small Place***. Farrar, Straus and Giroux. ISBN: 978-0374527075. <http://amzn.com/0374527075>
- **Ghassan Kanafani, *Men in the Sun and Other Palestinian Stories***. (Translator Hilary Kilpatrick). Lynne Rienner Pub. ISBN: 978-0894108570. <http://amzn.com/0894108573>

ASSIGNMENTS

Assignments	Length	Points
Close Reading 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. Due: Jan 22	500 words	50 points
Discussion Posts 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. 1st Due: Locke/Anderson, Feb 5 2nd Due: Anti-colonial Nationalism, Mar 11 3rd Due: Black Nationalism, Apr 1	1500 words (500 words each)	150 points
Historical Annotation and Presentation 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 <u>one primary historical documents</u> 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. <u>Students will present their annotations in class.</u>	500 words	50 points

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 <u>two</u> 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 <i>Robinson Crusoe</i> . Your paper should focus on developing one main thesis statement with substantial textual evidence. Due: Feb 27	1500 words	200 points
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	2000 words	300 points

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

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

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 $\frac{1}{2}$ **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 or 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> 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/generatl-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 Crèvecoeur, “What is an American?” (pg 48-56)

<http://xroads.virginia.edu/~hyper/CREV/letter03.html>

Jan 15 Walt Whitman, *Leaves of Grass*

<http://www.whitmanarchive.org/published/LG/1891/index.html>

“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

Feb 8 Charles Dickens, “The Noble Savage” <http://www.readbookonline.net/readOnline/2529/>

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)

Week 7 **Nation and Empire**
Feb 15 *Robinson Crusoe*, 60-100
Paper 1 Topic Due
Feb 17 *Robinson Crusoe*, 100-120
Feb 19 *Robinson Crusoe*, 120-140

UNIT 2 ANTI-COLONIAL NATIONALISM

Week 8 **Anti-Colonial Nationalism**
Feb 22 Student Conferences
Feb 24 Peer Review
Feb 26 Defining Anti-Colonial Nationalism/Third World Nationalism
Feb 27 **Mid Term Paper Due**

Week 9 **Spring Break**
Feb 29 NO CLASS
Mar 2 NO CLASS
Mar 4 NO CLASS

Week 10 **Anti-Colonial Nationalism: Kenya**
Mar 7 N’gugi wa Thiong’o, *Weep Not, Child*, Introduction & 1-25
Mar 9 *Weep Not, Child*, 25-75
Mar 11 *Weep Not, Child*, 75-100
Discussion Post 2 Due

Week 11 **Anti-Colonial Nationalism: Kenya**
Mar 14 *Weep Not, Child*, 100-140
Mar 16 *Weep Not, Child*, 140-176
Mar 18 N’gugi wa Thiong’o, “Decolonising the Mind”

Week 12 **Nations and Neocolonialism**
Mar 21 Jamaica Kincaid, *A Small Place*, 1- 25
“Neocolonialism” on Canvas
Mar 23 *A Small Place*, 25-50
Mar 25 *A Small Place*, 50-80

UNIT 3 ALTERNATIVE FORMATIONS

Week 13 **Black (Inter)Nationalism**
Mar 28 W.E.B. Du Bois, “A Negro Nation Within a Nation”
Marcus Garvey, “Declaration of the Rights of the Negro Peoples of the World”
Mar 30 Stokely Carmichael, “Black Power” (speech)
Apr 1 Angela Davis, *Are Prisons Obsolete* “Introduction”
Alice Walker, “Everyday Use”
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**