

**University of Guelph**  
**School of Languages and Literatures**  
**Winter 2021**

**Course Title: EURO\*6010 European Identities (0.50 cr.)**

**Instructor:** Dr. Paola Mayer

**e-mail:** [pmayer@uoguelph.ca](mailto:pmayer@uoguelph.ca)

**Office hours:** via Teams, by appointment only

**Guest lecturers:**

Dr. Kevin James (History)

Dr. Sandra Parmegiani (Italian/European Studies)

Dr. Andrea Speltz (German Studies, University of Waterloo)

Dr. Maya Ombasic (author)

**Course description:**

Through an exploration of literature, history, philosophy, sociology, this course looks at the formation of European identities and examines their endurance, their often tenuous and contradictory existence, and their instability in the face of past and recent historical events. Interdisciplinary concepts such as self/other, centre/periphery, and inclusion/exclusion are explored to understand how ideas about individuality, the nation and Europe induce identity creation, contest and change. As Roberto Dainotto reminds us, “it is what has been said and written for around three centuries about and around Europe that still determines what we think and do about it; what our dailies report; and what our policy makers decide.”

**Learning outcomes:**

By the end of this course, students should be able to:

- understand and critique interdisciplinary approaches to the concepts of Europe and identity
- analyze and discuss a set of core concepts and questions about identity, the nation and Europe that span different disciplines in European studies
- evaluate different theories as to the effect of trauma, memory and territory in shaping group identity
- analyze theoretical and literary texts which address the notion of identity in relation to culture, and to explain their strategies
- construct their own arguments with appropriate proofs and present them in a sophisticated, professional manner, either orally or in written form
- learn to engage with and critique scholarly literature

- make responsible use of cultural and historical sources and present their own research in an ethical manner

**Prerequisites:** none

## **Texts**

### **Required:**

Students are expected to purchase the following texts, in either paper or electronic form. Note: all of them are available on Amazon.

Saul Friedländer, *When Memory Comes*. New York: Farrar, Straus, Giroux, 1979 (Kindle edition available).

Maya Ombasic, *Mostarghia*. Windsor: Biblioasis, 2019 (Biblioasis e-book and Kindle edition available)

Amin Maalouf, *Balthasar's Odyssey*. New York: Vintage, 2003 (Kindle edition available).

Leo Perutz, *By Night under the Stone Bridge: A Novel*. New York: Arcade Publishing, 2013 (Kindle edition available).

G.E. Lessing, *Nathan the Wise*.

Any translation is acceptable. Several are available on Amazon.com.

I have put an older translation on reserve through Ares Course Reserve; another is available in the public domain at:

<https://www.gutenberg.org/files/3820/3820-h/3820-h.htm>

Theoretical essays and other shorter works will be available either through the library course reserve (indicated in the Syllabus as Ares Course Reserve) or on Courselink (indicated in the Syllabus as Courselink).

## **Method of Presentation**

Will be a hybrid, with synchronous and asynchronous elements.

Background information will be given in the form of pre-recorded lectures, assigned readings and on occasion documentaries available on the internet or through the library.

For each week, students are expected to read the assigned texts and post initial responses to discussion questions (see details below). Note: this must be done 24 hours before our synchronous meeting.

Every week, there will be a Teams meeting on Wednesday 2:30-4:30. Note: the times may be adjusted or increased in the case of guest lectures.

## **Method of Evaluation:**

Responses to discussion questions and participation in Teams meetings 20%

Pre-recorded seminar presentation (15 min.) 20%

Presentation response (in-class) 5%

Article précis 10%

Pre-recorded essay workshop presentation (10-15 min.) 15%

Research Essay 30%

### **Participation**

This will consist of the following components - for each week:

- posting a concise answer to a discussion question (by 24 hours before class); you will then elaborate on your answer in the Teams meeting
- e-mailing a question to another student, based on the answer they posted (by Wednesday at noon)
- participating actively in discussion during the Teams meeting, having thought of answers to the discussion questions
- answering the questions other students have e-mailed you regarding your post

Participation will be graded based on regularity (i.e. missed postings or meetings, times when you were not prepared will detract from the grade), but mainly on quality. Participation is graded as follows:

- completion of all readings and assigned postings; attendance at all classes
- volunteering questions or points of interest from the assigned readings to generate discussion
- offering well-considered responses during discussions
- engaging with other students on their ideas

### **Pre-recorded seminar presentation**

Beginning in week 4 until week 11, with at least one consultation with me, each student will prepare and post a seminar presentation on the primary literary text(s) and critical-theoretical readings assigned for that day.

This is to be completed and posted by 24 hours before the Teams meeting at which your text will be discussed.

The presentation may be a narrated (voiceover) powerpoint, a video recording, or an audio recording. You may use whatever technology you are most comfortable with. Note: unless you record directly on Courouselink, your file will be too large to be posted to Courouselink. You will need to upload it elsewhere (e.g. Stream or Youtube), then post the link.

You are required to submit your notes to me following the presentation (NOT before). The presentation must include a provisional MLA style Works Cited list (not annotated).

The specific objective of the presentation is to consider the literary text(s) in light of the question of identities that the course addresses. It should include contextual information about the author and/or relevant circumstances of the work (e.g. political events or social conditions addressed).

Its more general objective is three-fold:

- To fill in the gaps in our knowledge: the student presenting the material to the class should be prepared to enhance the class's understanding of the text under discussion, both by the information included and the reading it performs
- To demonstrate a critical understanding of relevant secondary (critical-theoretical) readings
- To hone your public presentation skills: you will be graded also on how engaging and easy to follow your presentation is

## **Presentation Response**

Each student will respond in class to the seminar presentation by a fellow student. You must sign up for this in advance. These responses are meant to promote discussion of the text as well as the presentation. You should speak for no more than 5 minutes, offering us your initial critical-analytical response to the presentation. You should be critical, but criticism must at all times be constructive and respectful. You may offer additional information or perspectives, but you must engage with the content of the presentation, not simply make additions or go off in another direction. It is assumed that you will have already completed each day's assigned readings and will be prepared to speak to these from your own perspective. You are NOT required to submit any notes following these responses; to earn a mark you MUST be present on the day assigned.

## **Article précis**

Due date: Mon. Feb. 22

Maximum length: 1000 words

Article: you may choose any one of the theoretical articles from the syllabus (theoretical excludes Loeb, Esposito, Johae, Eakin and any of the readings in week 7).

A précis is a concise account of the main arguments (NB: not the contents) in the article. It addresses the evidence given in the article only to the extent of characterizing it and assessing its adequacy. There follows your assessment of the validity, applicability and of any flaws of the arguments in question. [Note: do not find fault for the sake of finding fault; if you cannot see any flaws, address instead the possible applicability of the article or the author's method for the study of the course material].

## **Pre-recorded essay workshop presentation**

Our final Teams meeting, on April 7, will be devoted to discussion of student presentations based on their essays (to a maximum of 15 minutes per presentation).

You are required to prepare, record and post a workshop-style version of your term essay (10-15 min. max.). Please do not go over the time limit.

This is to be completed and posted by the morning of April 5.

The presentation may be a narrated (voiceover) powerpoint, a video recording, or an audio recording. You may use whatever technology you are most comfortable with. Note: unless you record directly on Courselink, your file will be too large to be posted to Courselink. You will need to upload it elsewhere (e.g. Stream or Youtube), then post the link.

An MLA style Works Cited list (not annotated) is also required. This may be included in your presentation or submitted to me as a separate document, but must be in written form.

## **Research Essay**

Due date: Monday April 12

Length: 5000-8000 words

Your essay thesis must be based in the critical contrast/comparison of any TWO primary texts, either: (a) any two works from the course syllabus; or (b) one text from the course syllabus and one other text from outside the course. For option (b) you MUST consult with me at least two weeks in advance of the due date before finalizing your choice of the second text. I hereby reserve the right to penalize any essay focusing on an unauthorized non-course primary text.

Finally, no matter what your choice, your thesis must be predicated upon the comparison-contrast of two works in prose (autobiography, novel, memoir, story collection, life writing, etc.). Your essay's thesis should focus on the general question of the representation of identity in relation to interdisciplinary concepts such as self/other, centre/periphery, and inclusion/exclusion. You are encouraged to plan the paper so as to be able to expand it for submission to an appropriate venue for publication following the conclusion of the course. Please follow MLA format throughout, including WC list (not annotated).

### **Policy on late/missed coursework**

Late assignments will normally not be accepted – i.e. will receive a grade of 0% – without prior approval by the instructor. Students who find themselves unable to meet a deadline will need to contact me to discuss the possibility of an extension. Please be mindful that the granting of an extension is not an automatic process. I reserve the right to request documentation.

Due to its link with class discussion, no extension is possible for the Seminar Presentation. Students who are unable to meet their deadline due to illness or personal emergency must contact the instructor in advance, as early as possible.

## **SYLLABUS**

### **Week 1 – Jan 13**

Introduction to the course. Discussion of course format, readings, assignments, presentations, essay.

#### Europe's Identity, Memory and Identity

Literary readings:

Günther Kunert, "Everyday History of a Berlin Street" [CourseLink]

Critical-theoretical readings:

Anthony Pagden, "Europe: Conceptualizing a Continent" in *The Idea of Europe: From Antiquity to the European Union*. Edited by Anthony Pagden. Cambridge University Press, 2002, pp. 33-54. [Ares Course Reserve]

Rothberg, Michael. "Theorizing Multidirectional Memory in a Transnational Age." *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*. Stanford: Stanford University Press, 2009, pp. 1-29. [Ares Course Reserve]

### **Week 2 – Jan 20**

Jewish writers in early 20th C. Prague and the question of identity

Literary readings:

Franz Kafka, "The cares of a Family Man"; "Letter to Max Brod" [June 1921] [CourseLink]

Leo Perutz, *By Night under the Stone Bridge: A Novel*. New York: Arcade Publishing, 2013. Chapters 1 to 4 (*The Saraband* - included).

Critical readings:

Sara Loeb, *Franz Kafka: A Question of Jewish Identity. Two Perspectives*. Lanham, MD: University Press of America, 2001. Chapter 2: "Max Brod and Marthe Robert - The Background of Their Philosophical Approaches." [CourseLink]

### **Presentation and Presentation Response sign-up**

### **Week 3 – Jan 27**

#### Jewish writers in early 20th C. Prague and the question of identity

Literary readings:

Leo Perutz, *By Night under the Stone Bridge: A Novel*. New York: Arcade Publishing, 2013. Chapter 5 to the end.

Critical readings:

Amos Oz, "The Meaning of Homeland." A.O. *Under this Blazing Light: Essays*. Cambridge UP 1995, pp. 77-101. [Courselink]

### **Week 4 – Feb 3**

#### Identity at the Time of the Apocalypse I

Literary readings:

Amin Maalouf, *Balthasar's Odyssey* – Notebook I and II

Critical readings:

Amin Maalouf, *In the Name of Identity: Violence and the Need to Belong* New York: Penguin 2003 (pp. 1-43, 60-83, 143-157). [Courselink]

**Presentations begin - Presentation Response begin**

### **Week 5 – Feb 10**

#### Identity at the Time of the Apocalypse II

Literary readings:

Amin Maalouf, *Balthasar's Odyssey* – Notebook III and IV

Critical readings:

- Claudia Esposito, "Of Chronological Others and Alternative Histories: Amin Maalouf and Fawzi Mellah" in *The Narrative Mediterranean. Beyond France and the Maghreb*. Lanham, Maryland: Lexington Books, pp. 35-63. [Ares Course Reserve]
- Anthony Johae, "Transnational Identities in the Novels of Amin Maalouf" in *Translational Spaces and identities in the Francophone World*, edited by Hafid Fagaïti, Patricia M. E. Lorcin, and David G. Troyansky. Lincoln & London: University of Nebraska Press, 2009, pp. 289-302. [Courselink]

### **Week 6 – Feb 24**

#### Enlightenment Universalism and Identity Politics (Guest lecture Andrea Speltz)

Literary readings:

G.E. Lessing, *Nathan the Wise*

Critical readings:

A. Speltz and J. Esleben, "Cultural Politics at Stratford Festival: Birgit Schreyer-Duarte's *Nathan the Wise* and Antoni Cimolino's *Birds of a Kind*." [Courselink]

### **Week 7 – March 3**

#### Travel on the Margins: Touring Scotland (Guest lecture Kevin James)

Readings:

- Beattie-Smith, Gillian. "Dorothy Wordsworth: Tours of Scotland, 1803 and 1822." *Northern Scotland* 10, no. 1 (2019): 20-40. [Ares Course Reserve]
- Grenier, Katherine Haldane. "'Scottishness,' 'Britishness,' and Scottish Tourism, 1770–1914." *History Compass* 4, no. 6 (2006): 1000-1023. [Ares Course Reserve]

- Grenier, Katherine Haldane. *Tourism and Identity in Scotland, 1770-1914: Creating Caledonia*. London: Routledge, 2017 (first published 2007), “Introduction”, pp. 1-13; chapter one, “Mapping North Britain, 1770-1810,” pp. 15-47. [Ares Course Reserve]
- Morgan, Marjorie. *National Identities and Travel in Victorian Britain*. Houndmills: Palgrave, 2001, “The Discourse of National Identity among Victorian Travellers”, pp. 195-216. [Ares Course Reserve]

## **Week 8 - March 10**

### Identity and Memory I

Literary readings:

Saul Friedländer, *When Memory Comes*, New York: Farrar, Straus, Giroux, 1979.

Part I: pp. 1-90.

Paul John Eakin. *Fictions in Autobiography: Studies in the Art of Self-Invention*.

Princeton UP, 2014, pp. 235-255. [Ares Course Reserve]

When Memory Comes: A Film about Saul Friedländer [CourseLink]

## **Week 9 - March 17**

### Identity and Memory II

Literary readings:

Saul Friedländer, *When Memory Comes*, New York: Farrar, Straus, Giroux, 1979.

Part I: pp. 91-187.

Critical readings:

Levy, Daniel and Natan Sznaider. “Memory Unbound. The Holocaust and the Formation of Cosmopolitan Memory.” *European Journal of Social Theory* 5(1) (2002): 87-106. [Ares Course Reserve]

## **Week 10 - March 24**

Identity and Memory: “Why am I not here?” (guest lecture Sandra Parmegiani)

Film:

Pawel Pawlikowski, *Ida*

Critical readings: TBA

## **Week 11 - March 31**

### Identity and Exile

Maya Ombasic, Mostarghia. Windsor: Biblioasis, 2019.

Critical readings/viewings:

- Ulrich Beck. “Understanding the Real Europe: A Cosmopolitan Vision.” *The Sage Book of European Studies*. London: Sage, 2009. 602-619. [CourseLink]

- You need some background on the Yugoslav Civil War. You may choose to go with a bare bones account:

Mikaberidze, Alexander. *Atrocities, Massacres, and War Crimes: An Encyclopedia.*, Santa Barbara, California : ABC-CLIO, 2013, Vol.2. Entry: Yugoslavian Civil Wars; pp. 724-28. [Ares Course Reserve]

If you would like a more detailed and explanatory account, go to either:

Allan Little and Laura Silber. *The Death of Yugoslavia* (BBC documentary, 1995) [CourseLink]  
or:  
Crampton, R.J. *The Balkans since the second World War*. New York: Routledge, 2013. pp. 239-269. [Ares Course Reserve]

## **Week 12 – April 7**

Discussion of presentations of term essays

## **University Statements**

### **Email Communication**

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

### **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

### **Copies of Out-of-class Assignments**



Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

### **Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it.

Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

### **Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars: <https://www.uoguelph.ca/academics/calendars>

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.