

## REL3410: Religion and Nationalism

### I. General Information

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#### Class Meetings

- 100% ASYNCRONOUS ONLINE

#### Instructor

- Anita Anantharam
- 107C Anderson Hall
- Wednesdays 11am to noon, and by appointment (via Canvas Zoom meetings)
- [aanita@ufl.edu](mailto:aanita@ufl.edu) | 352-273-2946

#### Course Description

This course focuses on direct and indirect influences of religion on nationalism and the relationship that exists between them historically and today. Understanding this relationship is important to national security and national interests in the US and globally. Topics of colonialism, linguistic nationalism, religious practices, traditions, social movements, and family will be explored.

#### Required Readings and Works

All required readings will be available on our course Canvas site or online.

### II. Graded Work

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#### Description of Graded Work

Assignment	Description	Requirements	%
Exams	There are 2 scheduled exams for this class which will be based on the required readings. The exams will not be cumulative.	2 Multiple choice + essay exams	20%
Team Research Essay or Project	Research essay or creative project which will ask you to reflect on the broad themes of the course and make connections between readings. Work in teams of 3-5.	1000 words or substantial creative presentation	30%
Weekly Discussion	There will be 10 required discussion posts which will ask students to answer a reading prompt. This prompt will assess student's comprehension of the reading as well their ability to think critically about the readings. Each response should be between 250 words and 500 words. No quotes from readings.	10 discussion posts 250-500 words each Each post is worth 5%	50%

Make up policy: All work can be made up for medical reasons or for participation in official university activities or athletics. Proper documentation required.

### Grading Scale

We will round up to the nearest whole number (e.g. 93.45% = 94%) For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

### III. Annotated Weekly Schedule

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#### Weekly Schedule of Readings

Readings, assignments, discussions, exams, etc. must be completed in the week they are assigned. Please note that this schedule of readings is subject to minor modifications. All changes in the syllabus will be announced in class and posted via E-learning/Canvas.

#### Week 1 (Jan 13-19)

- Class Intro
- Introduce yourself and discussion groups set-up

#### Week 2 (Jan 20-26)

Both these readings introduce students to look at the connections between literature, history, memory, spiritual knowledge, and European imperialism.

- Edward Said, Culture and Imperialism, “Overlapping Territories”

#### Week 3 (Jan 27-Feb 2)

The readings this week explain the connections between religious communities and the formation of linguistic nationalism in Europe

- Benedict Anderson, Imagined Communities: On the Origins of National Consciousness
- Chapters 1 (all); Chapter 2 (pp. 9-12; bottom of p. 32-36)
- Chapter 3

#### Week 4 (Feb 3-9)

This week's readings focus on how the eclipse of empire and the birth of religious nationalism in the colonies – British India and Colonial Indonesia.

- Benedict Anderson, *Imagined Communities* – Census, Map, Museum
- Chapter 6 and 10

#### Week 5 (Feb 10-16)

Exam and Film

- Exam 1
- Film: *Black Skin White Mask* (available for free online)

#### Week 6 (Feb 17-23)

This week's readings are focused on Algeria and Islam/ and the Algeria war/ decolonization told from the perspective of a psychiatrist writing about the psychology of war and colonialism

- Fanon, *Wretched of the Earth* Chapter 1 and Chapter 3

#### Week 7 (24- Mar 2)

This week we will look at the eclipse of empire and the birth of new nations

- Fanon, *Algeria Unveiled*
- Drucilla Cornell

#### Week 8 (Mar 3-9)

This week's readings look at the role women would play in the new nation's imaginary

- Walton
- Davin

#### Week 9 (Mar 10 – 14)

Exam and Film

- Exam 2
- Film TBD

#### Week 10 (Mar 15 - 23 spring break)

- Enjoy your holidays!!

#### Week 11 (Mar 24 – 30)

This week's readings focus on empire, money, and resources and how everyone who was in the game benefitted and in different ways

- McClintock
- Stoler

#### Week 12 (Mar 31 – Apr 6)

How do we understand ideas of sexuality, morality, and liberalism in the new nation?

- Walkowitz

- Chauncey

#### Week 13 (Apr 7 – 13)

This week's readings look at two different perspectives on patriotism and religious nationalism.

- Martha Nussbaum
- Samuel Huntington

#### Week 14 (Apr 14 – 20)

Final Projects/Essays work week

- No readings due to Passover and Easter holidays

#### Week 15 (Apr 21- 23)

- Final Projects/Essays due
- Last day of classes is April 23
- No late assignments will be accepted after 11:59pm April 23d, 2025.

### IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved following learning outcomes:

**Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. Assessments: discussion posts, exams.
- Identify and analyze core themes, questions, theoretical frameworks, and methods used in the social scientific study of nationalism and religious movements. Assessments: exams, discussion posts.
- Analyze the interactions between religious values and nationalism historically and today in the US and globally. Assessments: exams, discussion posts.
- Identify, describe, and explain the ways that nationalism in the world has emerged in response to various social problems and religious conflicts, utilizing a variety of methodologies and theoretical frameworks from social sciences. Assessments: discussion posts, exam, final essay/project.
- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. Assessments: discussion posts, exams, final essay/project.

**Critical Thinking:** Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).

- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. Assessments: discussion posts, exams

- Expose students to the variety of quantitative and qualitative methods used to analyze the popularity of nationalism in different parts of the world and religion's role in them Assessments: discussion posts, exams.
- Analyze critically the ways that nationalism and political movements emerge, the strategies and outcomes that citizens deployed in these movements, and the relations between individuals and social collectives (S, N). Assessments: discussion posts, exams, final reflection paper.
- Analyze and evaluate both primary and secondary texts about religion and nationalism, using established methods and practices appropriate to the Humanities and Social and Behavioral Sciences Assessments: final paper/project.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. Assessments: exams, discussion posts, final project/essay.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).

- Communicate knowledge, thoughts, and reasoning clearly and effectively.
- Develop and present in writing the analysis of qualitative and quantitative materials to draw reasonable conclusions based on their analysis on a specific problems. Assessments: discussion posts, final project/essay.
- Present their analyses to the instructor and fellow students using appropriate text, data, and images. Assessments: Discussions, final paper/project, exams.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via

GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by

the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.