* SYLLABUS *

ENG 040 -- IMAGINING EUROPE:
SPACE, BORDERS, AND CULTURAL IDENTITIES
CLARK UNIVERSITY -- MAY TERM 2020 (May 17-June 10)
REMICH, LUXEMBOURG

"*Identities are like cows. -- If you look them in the face long enough, they generally run away*."
Dorothy Sayers (with a slight deviation ☺)
"*Borders and boundaries exist, and they may set us apart; but they also exist to be crossed in order to recognize what we have in common.*" (--thoughts when designing this course--)

I. COURSE OVERVIEW

Central to this course is the question of who we are and where we belong (as a person, as organizations or collectives), i.e., the theme of *IDENTITY*. Being situated in Luxembourg, gives the unique opportunity to explore what it means to make sense of oneself in terms of being same and different (here from surrounding others) – which constitutes one of the three identity domains that we navigate in our everyday life – mainly with stories that we tell about ourselves (and others). We will take this opportunity to explore what it means to be a *Lëtzebuerger* (who speaks *Lëtzebuergesch*) – and this from two perspectives: (i) from the perspective of those who navigate their own identities – i.e., as being European, citizens of Luxembourg, and part of a regional and municipal community; and (ii) from the perspectives of those who share their borders with Luxembourg, i.e., citizens of Belgium, France, and Germany (how they navigate being national and European, and how they are different (same/similar) vis-à-vis Luxembourgers). To do this, we will travel and conduct in-depth 'identity-interviews' with a small group of (i) citizens in Luxembourg, and (ii) citizens who live in small towns/villages 'on-the-other-side' of the border.

In order to accomplish this goal, in a course that carries the LP (*Language and Culture*) designation, we aim to build a stock of new knowledge and skills in five domains:

1. *Identity* – with a focus on what traditionally is conceptualized as tied to nation states, and here how being *Lëtzebuerger* is navigated with being European and a regional small-towner, but then from here, how 'national' identities intersect with one's religious identity, one's gender, age and race and ethnicity.
2. *Lëtzeburg/Lëtzebuergesch* – we need to better understand, but through a critical reading, of what linguists and historians tell us about the language/languages spoken in Lëtzeburg, their histories, and the histories of the borders that are viewed as 'holding Lëtzeburg together.'
3. *Language and Identity* – the relationship between speaking a particular <national> language and/or <regional> dialect are one thing we need to better understand. In addition, we will focus on the relationship between identity and *the-stories-we-tell* – especially about ourselves and others.
4. *Interviewing* – we will learn what 'identity-interviews' are, how to conduct them, and we will have ample opportunity to practice this together before we go out into the communities – and ask "*the natives*" to tell their stories.
5. *Interview Analysis* – here we will learn how to work up the stories we hear from our interviewees into underlying 'identity claims;' and we will assemble these claims into short presentations – to and for each other – presentations that summarize how and what we have learned over these weeks in Lëtzeburg.

Readings (provisional + incomplete – as of July 2021):
Pre-Departure

- Bamberg, M., & Dege, M. (2021). Decentering histories of identity. In M. Bamberg, C. Demuth & M. Watzlawik (Eds.), *The Cambridge handbook of identity* (pp. 25-56). Cambridge, UK: Cambridge University Press.
- De Bres, J., Cosme, J.R., & Remesch, A. (2020). Walking the tightrope of linguistic nationalism in a multilingual state: Constructing language in political party programmes in Luxembourg. *Acta Universitatis Sapientiae European and Regional Studies, 13* (1), 87-104.
- Woolf, M. (Dec 3, 20129). The Hillbilly and the Cowboy: How Identities are Made. "Thoughts on Education Abroad." https://capaworld.capa.org/the-hillbilly-and-the-cowboy-how-identities-are-made
- Woolf, M. (Nov 11, 2019). Layalties. "Thoughts on Education Abroad." https://capaworld.capa.org/loyalties

On-Site Readings

On *Identity*:

- De Bres, J., Cosme, J.R., & Remesch, A. (2020). Walking the tightrope of linguistic nationalism in a multilingual state: Constructing language in political party programmes in Luxembourg. *Acta Universitatis Sapientiae European and Regional Studies, 13* (1), 87-104.
- Rogers, O., & Syed, M. (2021). Conceptualizing the Multiple Levels of Identity and Intersectionality. In M. Bamberg, C. Demuth & M. Watzlawik (Eds.), *The Cambridge handbook of identity* (pp. 604-626). Cambridge, UK: Cambridge University Press.
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On *Language + Nationhood*

- Balfour, R. (2021). Against a European civilization: Narratives about the European Union. Carnegie Europe, April 6, 2016. https://carnegieeurope.eu/2021/04/06/against-european-civilization-narratives-about-european-union-pub-84229
- De Bres, J., Cosme, J.R., & Remesch, A. (2020). Walking the tightrope of linguistic nationalism in a multilingual state: Constructing language in political party programmes in Luxembourg. *Acta Universitatis Sapientiae European and Regional Studies, 13* (1), 87-104.
- Prost & Krumeich: Verdun – Video: https://news.cnrs.fr/videos/wwi-revisiting-verdun-100-years-later
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On *Language, Storytelling, and Identity*

- Bamberg, M. (2020**)** Narrative analysis: An integrative approach – – Small stories and narrative practices.: In: M. Järvinen & N. Mik-Meyer (Eds.), *Qualitative analysis – Eight traditions* (pp. 243-264). London, Delhi, New York: Sage Publications.
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On *Interviewing*

- Quinn, Jarrod: How to Conduct a Qualitative Interview <youtube> https://www.youtube.com/watch?v=zcMWIWtfntU
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On *Interview/Narrative Analysis*

- Löfgren, Kent: Qualitative analysis of interview data: A step-by-step guide for coding/indexing https://www.youtube.com/watch?v=DRL4PF2u9XA
- Bamberg, M. (2021). Uncertainty - What Pfizer, Billy Graham, Trump, and psychology have in common… In. M. Dege & I. Strasser (Eds.), *Global Pandemics and Epistemic Crises in Psychology: A Socio-Philosophical Approach* (pp. 59-71). Milton Park, UK: Routledge..
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Field Trips: The May Term location in Remich affords us with being placed right in the midst of borderlands, placing Lëtzeburg between the nation states of Belgium, France, and Germany. To conduct our interviews, teams of three students each will travel within Luxembourg and across the borders to small towns where we will have made arrangements with interviewees. In addition, our field trips for the entire class include trips to Shengen (Luxembourg), Malmedy (Belgium), Verdun (France), and Trier (Germany), where we will visit the townships and nearby WWI and WWII – memorials that bespeak the tragedies of the horrendous wars within and between these neighboring nation states.

In alignment with **Clark's LEEP Learning Goals**, this course is particularly designed to focus and integrate the following educational learning goals (taken from Clark's list of *Foundational Liberal Education Skills and Capacities*):
(1) **Knowledge of Human Cultures and Societies**—including foundational disciplinary knowledge and the ability to employ different ways of knowing the world in its many dimensions
(2) **Intellectual and Practical skills**—including inquiry and analysis, the generation and evaluation of evidence and argument, critical and creative thinking, written and oral communication, … teamwork and problem solving.
(5) **Capacities of Effective Practice**— including creativity and imagination, self-directedness, resilience and persistence, and the abilities to collaborate with others across differences and to manage complexity and uncertainty. - - *These will be demonstrated by application of knowledge and skills to issues of consequence and by emerging membership in larger communities of scholarship and practice*.

II. ASSESSMENT:

A. Engagement/Participation (30%)
Although we will remain active with field trips, reading and discussion are vital components of the course. Accordingly, students are expected to attend and participate actively in all class sessions. Sessions will be discussion-based and interactive, and will occasionally feature guest speakers, collaborative exercises and group work. (Students who from the get-go feel they may not be able to demonstrate their participation with oral contributions, may be allowed to make up with written class-notes -- reflecting their thoughts on readings and the discussions we had in class.)

B. Discussion Questions (10%)
Students are required to prepare one (1) discussion question pertaining to the assigned readings for each class session. Questions will be submitted at the start of each session. Students will be given an opportunity to introduce and contextualize those questions on an occasional basis as a means of stimulating group discussion.

C. Adventures in Application Assignments (3) (10% ea.; 30% total) <field-trip reflections>

In light of the significant experiential learning aspect of this course, students are required to complete and submit three (3) of six (6) assignments related to our field trip activities. These assignments will be constructed with the objective of providing students with an opportunity to thoughtfully integrate and synthesize relevant course readings and field trip experiences. Students are free to complete any 3 assignments they wish, although no more than one (1) assignment can be submitted in any given week. Further guidance regarding these assignments and their due dates will be provided in class.

D. Final Exam: Essay or Presentation (30%) <final integrative thought paper + group presentation>
This assignment is intended to provide students with a culminating opportunity to reflect broadly on course themes, material, and experiences. At the end of week 3, students will be provided with a set of prompts (questions), and will be asked to select one and respond by completing a brief (1500 word max.) persuasive essay or providing a brief (12 min.) oral presentation. Requisites for successful completion of the assignment are the same regardless of format; assignments will be due on Wednesday, June 8. Further guidance regarding this assignment will be provided in class.

III OTHER PERTINENT INFORMATION:

A. Academic Integrity/Cheating & Plagiarism: Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source – even those that refer to your peers' work or to your own previous work. Academic integrity can be violated in many ways: for example, by submitting someone else's paper (or excerpts thereof) as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment or in transcripts of interviews; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as a violation of academic integrity. - - To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity have to be reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University. (The complete academic integrity policy is available with Academic Advising at http://www.clarku.edu/offices/aac/integrity.cfm)

B. Students with Physical and/or Learning Disabilities: Clark University follows the provisions under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and is committed to providing equal access to students with disabilities who are able to effectively function in a campus-based liberal arts environment. If you have or think you have a disability and require academic accommodations, you must register with Student Accessibility Services (SAS). If you are registered with SAS, and qualify for accommodations that you would like to utilize in this course, please request those accommodations through SAS in a timely manner. Additional language can be found at the Academic Advising website at http://www.clarku.edu/offices/aac/ada/index.cfm

C. Defining a "Responsible Employee" as mandated by Clark University: This statement is to inform you that I am considered to be, like all faculty members, a "Responsible Employee" by Clark University. As such, I am required by the Office of Civil Rights to report all alleged sexual offenses to the university's Title IX Coordinator. This reporting is necessary to track patterns of offenses so that we can combat all forms of sexual harassment, discrimination, and violence on campus. This includes the May Term in Luxembourg. The only exceptions to this reporting responsibility are the faculty members who have been designated and trained as "Confidential Sources" – more informations as well as their names and how to reach them can be found here: https://www.clarku.edu/offices/title-ix/. They are the only faculty

members who can keep comments confidential. The professional staff in Clark's Center for Counseling and Personal Growth and the medical providers at the Health Center are also "Confidential Sources." The Clark faculty believe in providing all students with an educational environment that is free from discrimination. The sexual offense of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime. The Clark faculty is committed to making Clark and the May Term a safe and inclusive environment. Additional language can be found at the Academic Advising website at http://www.clarku.edu/offices/aac/ada/index.cfm

D. Grade Appeal Policy: I take the evaluation of your written and oral contributions very seriously, because I know that you all take the preparation for and completion of your assignments very seriously as well. In arriving at a grade for progress as documented in your midtermand for your final grade, I use what is referred to as peer reference norm grading. I compare your assignment to those of students in the class which I believe represent excellence, both in the content of their work and the presentation of that content. If you are dissatisfied with your grade and feel an academic injustice has been done, you should do the following:

- Read the comments at the end of your final assignments which explain why you received the grade you did and reread your work with these comments in mind.
- Request a copy of an example of an excellent final assignment, read it and compare it to your own.
- If you have completed steps 1 and 2, but still feel you wish your assignment to be reread, write a maximum one page explanation of why you feel your work deserves a higher grade, and give it to me either at the beginning or at the end of the class period.
- Allow at least a two day time interval for me to reread your final assessment and explanation and then come to see me during office hours or by appointment.
- Since this will be at least the second time I have read your work, I reserve the right to leave the grade unchanged, to increase the grade, or to decrease it.

E. Engaged Academic Time

Courses offered in the May Term in Luxembourg carry one Clark credit which equates to 4 semester hours. Each one-credit class at Clark requires at least 180 hours of engaged academic time for the students.

Academic Categories:	Engaged Hours:
Orientation and pre-departure meetings at Clark	2
3 hour classes (9)	27
2.5 hour classes, Fridays (3)	7.5
2 hour evening sessions (2)	4
Afternoon film screening and discussion (1)	3
Full day fieldtrips (1)	8
Overnight fieldtrips (1; 2 days)	18
Afternoon fieldtrips (5)	20
Reading, assignments, and other class preparation (3 hours/class hour)	142.5
TOTAL	232

F. Your Responsibilities in this Class

1. Challenge yourself. Learn something. Grow. Have fun.

2. I do not accept late assignments unless all three of the following conditions are satisfied: (a) there is an emergency situation as determined by the instructor; (b) the instructor has been notified of this emergency in advance of the due date for the assignment; (c) acceptable supporting documentation as determined by the instructor is provided to the instructor in a timely fashion. Additionally, late assignments will be subjected to diminution in value in accordance to the degree of their lateness and in consideration of the instructor's ethical duty to treating all students fairly.
3. No student will receive credit for the course unless all required work for evaluation is submitted.
4. All student work must be submitted by the student directly (no proxy submissions allowed).
5. You are allowed - indeed encouraged - to actively disagree with the instructor's point of view as well as those of other students (take the occasion to evaluate your own as well!). However, in no case will abusive or disparaging remarks be tolerated. Demonstrated respect for one another at all times is expected and non-negotiable. This is particularly relevant for this course, because we are dealing with our interviewees' as well as our own personal and subjective alignments (in terms of political and moral values), where we may disagree, but still respect others' sentiments.
6. You are all goodwill ambassadors of Clark University, your home community, your families, and yourselves. As such, you are expected to carry yourself accordingly at all times, in all settings – thereby demonstrating a commitment to the values of global citizenship and cosmopolitanism. Doing so will undoubtedly lead to a fuller and richer experience for you, while leaving a lasting impression on all whom you meet.

VI. COURSE OUTLINE AND SCHEDULE < will follow after the course has been approved, and as soon as we have a clear idea of the dates - - the final dates for our trips into the field for our interviews will be finalized after my visit to this places during spring-break>

Disclaimer

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.