MC 202 focuses on national identity and how national identity relates to individual rights and identities and group identities. We begin by looking at some of the central theoretical understandings of how national identities are constituted and constructed. We then turn to a look at religion in the United States, in a book that uses economic analogies to argue that religious diversity in the United States in the context of religious freedom is a matter of individuals seeking out diverse options in the religious market. But lectures will also ask whether many Americans implicitly assume that some religious traditions, but not others, are in some way part of the national identity.

Following that part of the course is a short segment which also asks how racial identity has intersected with national identity in the U.S., a segment which also introduces new theoretical questions about how group identities and individual rights intersect. We pursue this focus in multiple contexts, including by looking at race in the United States, the relationship between Hindus and Muslims in India, regional, religious and ethnic identities in Nigeria, and European Muslim minorities.

The course ends, then, by asking whether transnational identities are sustainable and whether they are desirable in relation to national identities and state loyalties. We finish then with a discussion of whether promoting cosmopolitan loyalties is feasible and different ways to think about whether it would be desirable.
Teaching/Learning Format

What is the Purpose of Sections?: The purpose of all MC202 sections is to provide a forum for discussing important issues in public affairs. Here, we will also reinforce for you the variety of intellectual tools both theoretical and empirical for analyzing our contemporary dilemmas and arriving at sound judgments on public policy. MC202 is multi-disciplinary, emphasizing the interdependence of social, political, economic, and cultural factors in understanding public affairs. Also, it is comparative. While beginning from a consideration of the United States and the challenges it faces in both domestic and foreign affairs, we emphasize the need to develop a comparative and global perspective for a full understanding of public affairs. What’s more, we develop your cognitive and oral/written communication skills. The section will foster these skills more integrally, focusing on skills in the critical reading and analysis of texts, clear writing, articulate speaking, and attentive listening.

How will Professor Edozie teach? Your professor – me- while having a PhD in political science and more than 10 years of teaching and research experience is in MC202 merely part of a multi-disciplinary teaching team scheduled between general lectures and small section session seminars. The best way to learn in this section is to let her act as a ‘facilitator’ of knowledge emanating from multiple general lectures and cross-disciplinary reading sources. She will precept the course’s content and knowledge for you, synthesizing main themes and complex topics as well as integrating detailed disciplinary interpretations to provide thematic meaning for our public affairs theses.

How will you learn? As well, we will learn using a student-centered, collaborative learning environment in which you as student can act as a ‘facilitator’ (preceptor) of your own knowledge too. Participation in ‘preceptor’ and ‘roundtable’ session is required for your 20% session assignment. But attendance and participation are key. I will assess the regularity and extant quality of your participation in these assignments.

Assessment 20% [Section Only]

Each assignment must be documented by submitting a report after scheduled signed-up session (see format in endnote below and posted in Angel)

1. Preceptor: Lectures at least 2 participations- 1 before midpoint 2 after – 5%
2. Preceptor: Readings at least 3 participations – 1 before midpoint 2 after – 5%
3. Panelist: Roundtables: at least 3 before midpoint 2 after – 5%
4. Attendance: Full attendance with excused absences only – 5% (a five is full attendance, full participation at every session, including unsolicited, and qualitative participation)

Office Hours: 364 North Case Hall

M, W 1:50pm – 2:50pm - Walk In
T, Th 11:00 pm – 3:00pm By Appointment When I’m Available
CALENDAR OF EVENTS

INTRODUCTION & TOPIC 1
THEORIZING ABOUT NATIONAL IDENTITIES

Monday, January 7
Introduction to MC 202 Section Methodologies
(Precepting general lectures and readings; and roundtable collaborations)

Wednesday, January 9

Professor Preceptor Lecture: Nationalism and the Invention of Tradition
Readings:

TOPIC 2:
RELIGION IN THE US- AS NATIONAL IDENTITY

Monday, January 14

Professor & Student Preceptors

Professor Lecture: Economic Views of Religion: An Introduction to Finke & Stark
Students Reading: Finke & Stark, *The Churching of America*, chapters 2 and 3.

Wednesday, January 16

Student Preceptors

Lecture: Religious Vitality in a Religious Free Market
Reading: Finke & Stark, *The Churching of America*, chap. 4-5.

Monday, January 21
No classes. Martin Luther, King, Jr. Day.

Wednesday, January 23

Roundtable Discussion: Debate—Why Religion in the U.S. Will Remain Diverse

**Monday, January 28**

*Roundtable Discussion: Debate—Wither Church and State? Pluralism or Dominant Culture?*


**TOPIC 3: RACE AND NATIONAL IDENTITY IN THE UNITED STATES**

**Wednesday, January 30**

*Professor and Student Preceptor*

**Professor Lecture:** Individual Rights and Group Identities: Race in the United States.

**Students** Readings:

**SESSION RESCHEDULED TO A FRIDAY EVENING – WEEK OF FEBRUARY 15 – GUEST SPEAKER – JOINT SECTIONAL SESSION - TBA**

**Monday, February 4**

No class Lecture: Liberalism and Racial Discrimination.


**TOPIC 4 SECULAR AND RELIGIOUS BASES OF NATIONAL IDENTITY: INDIA**

**SESSION CANCELLED**

**Wednesday, February 6**

No class

**PAPER ASSIGNMENT/OPTION 1 ON ‘RELIGION AND RACE IN THE UNITED STATES IS DUE FRIDAY, FEBRUARY 8 IN MY MAILBOX**
Monday, February 11

Professor and Student Preceptors

Professor Lecture: History and Nation: Indian Identity in a Postcolonial World

Wednesday, February 13

Student Preceptors

Lecture: Prof. Kiki Edozie, Postcolonial Economic Nationalism and Indian Identity

Monday, February 18

Viewing a Movie: Indian Movie (?)
Lecture: Urban India, Communal Violence, and the Politicization of Communal Identities

Wednesday, February 20

Roundtable Discussion: Commentary – Are There Alternatives to Liberalism in Multi-National States Like India?
Googled Article ???

Monday, February 25

Midterm Review: Looking Back: Nations, Liberal States, and Cultural Dominance

Wednesday, February 27

No Class

[Week of March 3rd - 7th: Spring Break.]

Monday, March 10

Roundtable Discussion – Debate – Is There a Role for Religion in Politics?
Googled Article??
TOPIC 5:
SECULAR AND RELIGIOUS BASES OF NATIONAL IDENTITY: NIGERIA

Wednesday, March 12

Professor and Student Preceptors
Professor Lecture: Liberalism and Nigeria
Students Reading: John Boyle Ejobowah, Competing Claims to Recognition in the Nigerian Public Sphere, Introduction and chap. 1-2.

Monday, March 17

Student Preceptors
Reading: Ejobowah, Competing Claims to Recognition in the Nigerian Public Sphere, chap. 3-4.
Lecture: Dealing with Difference: Money, Representation, and Federalism

Wednesday, March 19

Student Preceptors
Reading: Ejobowah, Competing Claims to Recognition in the Nigerian Public Sphere, chap. 5-7.
Lecture: Federalism and Nigeria

Monday, March 24

Roundtable Discussion: Debate—Are There Alternatives to Liberalism in Multi-national States Like Nigeria?
Lecture: This is Nollywood!
Googled Article???

SECOND PAPER/OPTION 2 ON INDIA/NIGERIA- ASSIGNMENT DUE TUESDAY, MARCH 25TH IN MY MAILBOX

TOPIC 6:
TRANSCENDING NATIONAL IDENTITY? BUILDING THE EUROPEAN UNION ON A SECULAR FOUNDATION AND A COMMON POLITICAL ECONOMY

Wednesday, March 26

Professor and Student Preceptors
Professor Lecture: What is Europe?
Students Reading: James A. Caporaso, The European Union, Chapter 1 and Chapter 2.
Monday, March 31

**Student Preceptors**

Lecture: Multiple Societies in a Transnational Organization  
Reading: Caporaso, *The European Union*, chap. 3.

**Wednesday, April 2**

*Roundtable Discussion: Debate: Can Europe Ever Become a “Nation-State”?*

*The Appeal of the EU and Tensions Within*  
Reading: Caporaso, *The European Union*, chap. 4 and Conclusion.

**TOPIC 7: ISLAMIC AND IMMIGRANT IDENTITY IN EUROPE**

Monday, April 7

**Professor and Student Preceptors**

Professor: Lecture: Muslims in Europe  

**Wednesday, April 9**

**Student Preceptors** Lecture: The European Muslim Minority: A Case Study of the Netherlands  
Readings:  

**Monday, April 14**

*Roundtable Discussion Debate: Denmark Cartoons – Religious Hate-speech or Freedom of Expression? European Muslims in a post-9/11 World*  
Readings:  
1. Ervin Staub, *Preventing Violence and Terrorism and Promoting Positive*


TOPIC 8: TRANSCENDING NATIONAL IDENTITY? THE DEBATE OVER COSMOPOLITANISM

Wednesday, April 16

Professor and Student Preceptors

Professor Lecture: Cosmopolitanism and/or Patriotism

Students Reading: Martha Nussbaum, For Love of Country?, pp. ix-17, 30-37, 72-77, 111-118.

Monday, April 21

Roundtable Discussion – Debate Should We Extend Our Identity Nationally or Universally? Is Cosmopolitanism Possible? Is it Desirable?

Reading: Martha Nussbaum, For Love of Country?, pp. 21-29, 66-71, 78-84, 131-144.


Wednesday, April 23

Final Review: Looking Back and Looking Ahead

ENDNOTES: HOW TO ASSIGNMENT GUIDELINES

1 HOW DO I PRESENT (AND WRITE UP) A GENERAL LECTURE?

- Identify the lecturer’s ‘message’, by taking notes on the ‘objective’ or ‘theme’ of the lecture
- Provide a ‘summary’ by present key details that the lecturer uses to support the lecture theme- do so in ‘list’ form.
- Provide ‘analysis’ by considering at least two ways that the lecture theme helps us to understand the ‘sub-topic’ of the course.
- Provide ‘analysis’ by considering one way that the lecture theme helps us to understand the course’s overall theme/objective
- Submit your hand-written notes to Professor Edozie at the end of the class session – Please present your write-up according to the format above; please write legibly and don’t forget to include your name.
HOW DO I PRESENT (AND TYPE UP) A READING?

- Identify reading type – journal article, book chapter/s,
- What is the reading’s thesis/objective/main theme
- Present at least two-three supporting details that the author uses to support his/her reading objective/theme/thesis.
- How does this thesis/objective/main theme relate to course’s objective and/or sub-topic?
- Provide your own commentary on the reading e.g. do you identify the author’s point of view? Do you agree or disagree with this POV. (If this is a mere descriptive reading, this will be non-applicable).
- Submit your **singly-spaced, one page typed-up reading report** to Professor Edozie at the end of the class session – Please present your write-up according to the format above; please write legibly and don’t forget to include your name.

HOW DO I PRESENT (AND TYPE UP) MY ROUNDTABLE?

- Consider the ‘roundtable’ topic, and respond to it my writing up a two to three sentence argumentative response/position.
- You must ‘draw’ upon at least one of the following ‘knowledge’ sources to articulate your argument: a) general lecture, b) one sub-topic assigned reading.
- Then, reinforce your argument by identifying an online article through a ‘Google’ search.
- You must state how the ‘googled article’ supports your roundtable commentary/argument/position.
- Submit your **singly-spaced, two page, typed-up reading report** to Professor Edozie at the end of the class session – Please present your write-up according to the format above; please write legibly and don’t forget to include your name.