

FYSM 1602 P

Arts One (“Know Your Rights” Cluster)

Collective Identity & Collective Action

Mon & Weds 10:05 - 11:25

Please confirm location on Carleton Central

****Subject to minor changes for guest speakers, etc.****

This includes fall term readings and requirements; winter term syllabus to come

Instructor: Prof. Mira Sucharov
Phone: 520-2600 x. 3010
Office: D383 Loeb
Office Hours: Mon 11:35-1:00 and Weds 11:35-1:00
Email: mira_sucharov@carleton.ca

How do we understand who we are, and how do we get what we think we deserve in the political sphere? This seminar (part of the Arts One “Know Your Rights” cluster) aims at honing your reading, writing and oral communication skills against the themes of collective identity and collective action. After learning about group identity against the background of liberalism and conservatism, we will examine a variety of political issues. We will look at collective memory and national trauma (Holocaust narratives), how individuals and groups relate to each other and how identity gets formed (internet culture and social media; Israeli-Palestinian conflict; Arab-American identity; Deaf culture), how tradition and politics interact (same-sex marriage), and how we engage with the planet (food politics). We will discuss how people discuss political ideas, and how ideas and identity inform collective action. We will aim to master the “op-ed” writing form, and we will look at how unconventional literary works like graphic novels can provide a new way of looking at serious subjects.

Course Requirements - Fall Term

Participation (30%)

Participation is comprised of three components: attendance, oral participation, and handing in weekly participation questions. Each week, you will hand in a question discussing the readings for that week. It should be roughly half a page to a full page: you should briefly summarize the reading, and then conclude with a question that the author DOES NOT answer in the reading itself. What is notable to you? What needs more investigation? What is puzzling? What general theme in the world or in society needs further understanding based on what you’ve read?

II. Skeleton Essay (20%)

Construct an opening paragraph to an imaginary research paper; followed by a discussion of how you would go about researching it. Topics to be decided on in class. More info TBA. Length: 1200-1500 words

Due: Sept. 26

III. Op-Ed (25%)

You will write an op-ed. Topics TBA

Due: Oct. 31

Length: 800 words, plus an additional page of footnotes where you will discuss your points more fully, as well as cite some sources.

IV. Mental Filing Cabinet Essay (25%)

A 1500-word essay on your mental “filing cabinets” - emphasis on either Omnivore’s Dilemma, Maus I & II, or a topic related to Israel/Palestine. More info TBA

Due: Dec. 3

*****All assignments should be handed in electronically, via Web CT.*****

Late policy: one percentage point will be deducted per each day late.

Course Materials

Many readings are available for free, online. I have indicated the relevant web addresses.

Note that the NYT is now allowing 20 free articles / month. Try to download them early in the term, so you don’t max out later on, in case you are an avid Times reader.

This term, there are **three books** for purchase. (They are available at the CU bookstore.)

Michael Pollan, *The Omnivore’s Dilemma*

Art Spiegelman, *Maus I: A Survivor’s Tale: My Father Bleeds History* (1986)

Art Spiegelman, *Maus II: A Survivor’s Tale: And Here My Troubles Began* (1992)

SCHEDULE OF TOPICS

Week 1 (Sept. 10 / 12): Introduction

Sept. 10: Introduction

(Note that on Sept. 11, during the law class, there will be a joint cluster event)

Sept. 12: introduction (cont...) and Skeleton Essay Prep
participation Q due

On Sept. 12, for your participation question, bring a list of words/concepts from the fall syllabus that you want to better understand; we will discuss them in class. You may also include questions about the themes you see.

Week 2 (Sept. 17 / 19): University Skills

On Sept. 17 there will be no class. Instead, you must find a time that week to visit the SASC -- individually or in small groups -- and hand in a paragraph of the various skills workshops and support services offered, and what you might plan to use personally this year at Carleton.

participation Q due

Sept. 19 -- How to (Really) Read (and Skeleton Essay Prep)

participation Q due

<http://www.mondofacto.com/study-skills/study/how-to-read-at-university/index.html>

<http://www.coun.uvic.ca/learning/reading-skills/texts.html>

www.web.cn.edu/kwheeler/reading_basic.html

Atlantic, Is Google Making Us Stupid? (July/August 2008)

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

Week 3 (Sept. 24): Introducing Identity....through Food

participation Q due

Alison Leitch, "Slow Food and the Politics of Pork Fat: Italian Food and European Identity," *Ethnos* 68, 4 (December 2003): 437-462.

<http://luci.ics.uci.edu/websiteContent/weAreLuci/biographies/faculty/djp3/LocalCopy/Leitch-SlowFood-Ethnos.pdf>

Carey Polis, "What Occupy Wall Street Has to Do with Food," *The Huffington Post* (12 October 2011)

http://www.huffingtonpost.com/2011/10/12/occupy-wall-street-food_n_1007172.html

Anglachel's Journal: "A Taste of Things to Come," (21 September 2009).

<http://anglachelg.blogspot.ca/2009/09/taste-of-things-to-come.html?m=1>

Sept. 26: Prof. Sabra will be hosting a joint seminar cluster event on the theme of National Identity. Room TBA

Week 4 (Oct. 1 / 3): Food Politics cont...

Michael Pollan, *The Omnivore's Dilemma*

For Class Discussion: What are some of the value trade-offs that Pollan outlines? What motivates your food choices: taste, cost, aesthetics, religious considerations, animal ethics, other?

participation Q due (Oct. 1)

Week 5 (Oct. 8 / 10) How We Talk: The Argument Culture

Oct. 8 Thanksgiving (no classes)

Oct. 10: Readings:

participation Q due

Listen to this 45-minute podcast (starting at 4 minutes in, if you want), about Deborah Tannen's book *The Argument Culture*:

<http://personallifemedia.com/podcasts/212-living-dialogues/episodes/21645-deborah-tannen-beyond-argument-culture/play>

and read

Larissa MacFarquhar, "Thank You for Not Fighting.":

<http://www.nytimes.com/books/98/04/05/reviews/980405.05macfart.html> (review of Tannen's book)

Note that the word "argument" is not simply meant to refer to verbal fighting, but also the way we tend to "make a case" for something in contemporary political and social discourse. Sometimes the latter ends up blending into the former, though, which is partly what we will talk about.

Here is a short discussion of what an "academic argument" is:

<http://www.temple.edu/writingctr/handouts/thesisandargument/FAQarguments.htm>

Michael Shermer, "Evolution Explains Why Politics is So Tribal,"

Scientific American (June 13, 2012)

<http://www.scientificamerican.com/article.cfm?id=evolution-explains-why-politics-tribal>

Week 6 (Oct. 15 / 17): How We Think: Liberalism & Conservatism

****participation Q due**** (Oct. 15)

David Mamet, "Why I am No Longer a 'Brain-Dead Liberal,'"

<http://www.villagevoice.com/2008-03-11/news/why-i-am-no-longer-a-brain-dead-liberal/1/>

Wayne Besen, "In Defense of Liberalism."

http://www.huffingtonpost.com/wayne-besen/in-defense-of-liberalism_b_116941.html

Steve Almond, "Liberals Are Ruining America: I Know Because I Am One," *The New York Times* (8 June 2012). http://www.nytimes.com/2012/06/10/magazine/liberals-are-ruining-america-i-know-because-i-am-one.html?_r=1

Moral Politics: How Liberals and Conservatives Think, by George Lakoff (an excerpt)
<http://www.press.uchicago.edu/Misc/Chicago/467716.html>

Take this online quiz and see where your worldview is located:

<http://www.politicalcompass.org/index>

Week 7 (Oct. 22 / 24): Short & Punchy Writing: The Op-Ed Form

****participation Q due**** (Oct. 22)

David Brooks, History for Dollars (why the humanities)

<http://www.nytimes.com/2010/06/08/opinion/08brooks.html?ref=davidbrooks>

Margaret Wentz, Dare to Be an Optimist

<http://www.theglobemail.com/news/opinions/dare-to-be-an-optimist/article1585024/>

Thomas Friedman, The Fear Factor

<http://www.nytimes.com/2012/06/27/opinion/the-fear-factor.html?ref=thomasfriedman>

We will examine additional op-eds in class

Week 8: (Oct. 29 / 31): Historical Memory & Identity I

participation Q due (Oct. 29)

Art Spiegelman, Maus I

here's a reaction to Maus when it first came out:

http://www.nytimes.com/1986/11/10/books/books-of-the-times-589186.html?ref=art_spiegelman

Week 9 (Nov. 5 / 7): Historical Memory & Identity II

participation Q due (Nov. 5)

Art Spiegelman, Maus II

Staub, Michael. "The Shoah Goes On and On: Remembrance and Representation in Art Speigelman's *Maus*." MELUS 20.3 (Fall 1995): 33 - 46.

**To find this article, go to the library website.

<http://catalogue.library.carleton.ca/> Type in the name of the journal (Melus) in the title field. Then scroll down to find the relevant issue (Fall 1995). All journal articles are available in full online through the library website. You may have to enter your barcode and pin if connecting from off campus. This is good practice for finding articles for research purposes.**

Week 10 (Nov. 12 / 14):

Nov. 12: Holocaust survivor -- guest speaker (cluster-wide event). Room TBA

Nov. 14: **A Contemporary Conflict: Israel/Palestine**

participation Q due (Nov. 14)

The Arab-Israeli Conflict: A Brief History

<http://www.guardian.co.uk/flash/0,,720353,00.html>

Mira Sucharov, "Teaching the Middle East," *The Ottawa Citizen* (24 November 2008).
<http://tinyurl.com/y8pq3o5>

Mira Sucharov, "On the Heels of Destruction," *The Huffington Post* (19 April 2011).
http://www.huffingtonpost.com/mira-sucharov/israel-palestine-_b_850888.html

Week 11: (Nov. 19 / 21) **Israel/Palestine (cont...)**

participation Q due (Nov. 19)

Thomas Friedman, Hobby or Necessity? (Is-Pal)

<http://www.nytimes.com/2010/03/28/opinion/28friedman.html?ref=thomaslfriedman>

Yousef Munayyer, "First Step to Peace: Conquering Nakba Denial," (3 May 2012) *Daily Beast*

<http://www.thedailybeast.com/articles/2012/05/03/first-step-to-peace-conquering-nakba-denial.html>

Roger Cohen, "An Ordinary Israel," (New York Times, October 2009)

<http://www.nytimes.com/2009/10/16/opinion/16iht-edcohen.html>

Week 12: (Nov. 26 / 28) **Israel/Palestine (cont...)**

participation Q due (Nov. 26)

Jay Michaelson, "American Jews and Israel: What's the Confusion?" *The Jewish Daily Forward* (11 October 2011)

<http://m.forward.com/articles/143901/american-jews-and-israel-whats-the-confusion>

David Makovsky, "How To Build a Fence," *Foreign Affairs*, Vol. 83, No. 2, March/April 2004, pp. 50-64

Yossi Klein Halevi, "Israel's New Kind of Coalition," *Foreign Affairs*

<http://www.foreignaffairs.com/articles/137625/yossi-klein-halevi/israels-new-kind-of-coalition>

Week 13 (Dec. 3) Joint cluster end of term discussion and party!

Room TBA

participation Q due

On this day, your participation Q will instead be a one-page mini "poster" that you will tack around the room. The task will be to take a theme or concept we learned this term and find a way to link it to something you learned in the LAW course. We will discuss them, as applicable, during our party.

Also: please bring a snack to share....!

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500

University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by (*November 9th, 2012 for December examinations and March 8th, 2013 for April examinations*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

| Percentage | Letter grade | 12-point scale | Percentage | Letter grade | 12-point scale |
|------------|--------------|----------------|------------|--------------|----------------|
| 90-100 | A+ | 12 | 67-69 | C+ | 6 |
| 85-89 | A | 11 | 63-66 | C | 5 |
| 80-84 | A- | 10 | 60-62 | C- | 4 |
| 77-79 | B+ | 9 | 57-59 | D+ | 3 |
| 73-76 | B | 8 | 53-56 | D | 2 |
| 70-72 | B- | 7 | 50-52 | D- | 1 |

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.