

**Carleton University
Winter 2022
Department of English
ENGL 3911 Cultural Studies
Tuesday: 11:35-2:25
UC 282**

Prerequisite(s): third-year standing or permission of the department.

Format: In Person

Instructor: Franny Nudelman

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Office Hours: Weds. 1-3 and by appointment

Crisis, Conflict, and Cultural Memory

Cultural studies defines culture broadly to include a wide range of texts, objects, and practices that shape our everyday habits and perceptions, give rise to institutional power, and determine some of our most deeply held assumptions about identity and belonging. At the same time, cultural studies regards the production of culture as the site of radical imagination and the source of new forms of knowledge and relatedness. Culture emerges as a consequential site of struggle, invention, and world-building.

In this course, we will explore and test this model of culture as it relates to the challenges of our moment, including economic inequality, the struggle for racial justice, climate emergency, and forced dislocation. With a focus on the US, we will ask how cultural producers (writers, dancers, filmmakers, actors, artists, musicians) grapple with the complexities of our moment, paying special attention to how they draw on the past to help them interpret the present and conjure the future. We will also reflect on the ways that our work in the classroom—reflecting, analyzing, discussing—makes real the assumption that culture matters.

Books

Ben Lerner, *10:04* (2014)

Matthew Desmond, *Evicted* (2016)

Anna Deavere Smith, *Twilight: Los Angeles* (1992)

Films

Alex Horwitz, “Hamilton’s America” (2016)

Spike Lee, “Do the Right Thing” (1989)

Marc Levin, “Twilight Los Angeles” (2000)

Joe Talbot, “The Last Black Man in San Francisco” (2019)

Jamilla Wignot, “Ailey” (2021)

Books for the course will be available from *Haven Books*. Other materials for the course (film, videos, readings, images) will be available on ARES and/or Brightspace.

Class Participation

Your participation in class discussion will form a substantial part of your final grade for the course. If it is difficult for any reason for you to participate in class discussion, please get in touch with me early in the semester and we can work together to find a good alternative.

Assignments

Portfolio

Your assignments for the course will be submitted on CU Portfolio. If you should have any difficulties using the portfolio, please contact Stacy Malloch at cuportfolio@carleton.ca.

Journal

You will make an entry in your journal **eight out of the twelve weeks of the course** that records your responses to our reading, viewing, and listening; reflects on key ideas generated by my lectures; records your developing ideas. **Four of your journal entries must be before reading week (Feb 22-25) and four must be after.** Your journal may include still and moving images, recorded sound, and found materials. It may combine analytical, autobiographical, and creative writing. It may comment on contemporary events. I will sometimes give you questions and prompts for a given week's entry that you may use if you want to.

Presentation and Research Essay

You will work in small groups to develop a research presentation to deliver to the class. This presentation will form the basis for your eight-page research essay, which will be due two weeks after your presentation.

Self-Evaluation

I will ask you to write two self-evaluations—one at the beginning and one at the end of the term. These will be included in your portfolio. In the first, you will describe your objectives for the term, identify the grade that you would like to receive, and explain what you plan to do in order to achieve it. Together we will work toward this goal. At the end of the semester, you will reflect on what you have learned and what grade seems appropriate.

Grading and Assessment

My final determination of your grade will be based on the following questions 1) Did you do the reading/viewing regularly and on time? 2) Did you participate in weekly discussions? 3) Was your research presentation polished and well-organized and did it help the class to better understand the material in question? 4) Did your journal and research essay demonstrate engagement, polish, creativity, and independent thought? 5) Did you meet the goals you established for yourself at the beginning of the semester?

With these questions in mind, your grade will be loosely based on class participation (30%), journal (30%), research presentation (15%), research essay (25%). These percentages are, however, not written in stone and when determining your final grade, I will keep individual circumstances in mind. You should feel free to check in with me about your grade at any point during the term.

UNIVERSITY POLICIES

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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 form of intellectual theft. It is a serious offence that 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 can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Dean’s Statement on Grades and Standing

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the **Pregnancy Accommodation Form**.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing,

and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Special Information Regarding Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions](#)

(FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs

Schedule

January

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Spike Lee, "Do the Right Thing" (1989)

Jay Caspian King, "Koreatown" from *The Loneliest Americans* (2021)

Richard Brody, "The Enduring Urgency of Do the Right Thing at 30"

<https://www.newyorker.com/culture/the-front-row/the-enduring-urgency-of-spike-lees-do-the-right-thing-at-thirty>

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Anna Deavere Smith, *Twilight Los Angeles* (1992)

Marc Levin, "Twilight Los Angeles" (2000) [watch in class]

February

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Kirk Savage, "Freedom's Memorial" and "Slavery's Memorial" (Chs. 4 and 5) from *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America* (1997)

Frederick Douglass, "Oration by Frederick Douglass, Delivered on the Occasion of the Unveiling of the Freedmen's Monument" (April 14, 1876)

Benjamin Wallace-Wells, "The Fight Over Virginia's Confederate Monuments" (2017)

<https://www.newyorker.com/magazine/2017/12/04/the-fight-over-virginias-confederate-monuments>

<https://teachingamericanhistory.org/document/oration-in-memory-of-abraham-lincoln/>

Cornel West Speaks at the First Baptist Church in Charlottesville, August 2017

<https://www.youtube.com/watch?v=LQ82aD6n6zg&t=15s>

Dartmouth News, "In Classroom, Cornel West Addresses Charlottesville Incident" (2017)

<https://home.dartmouth.edu/news/2017/08/classroom-cornel-west-addresses-charlottesville-incident>

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Sam Durant, *Scaffold* (2012)

<https://samdurant.net/index.php/project/scaffold/>

"Reflections on *Scaffold* after three years" (2020)

https://samdurant.net/files/downloads/SamDurant_ReflectionsonScaffold-2020.pdf

David Martinez, “Remembering the Thirty-Eight: Abraham Lincoln, the Dakota, and the U.S. War on Barbarism” (*Wicazo Sa Review*, 2013)

Maggie Nelson, “Art Song” from *On Freedom: Four Songs of Care and Constraint* (2021)

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Alex Horwitz, “Hamilton’s America” (2016)

Lin Manuel Miranda, “What’d I Miss,” “Cabinet Battle #1,” “Cabinet Battle #2,” “One Last Time” from *Hamilton* (2015)

Winter Break

March

1

Matthew Desmond, *Evicted* (2016)

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Joe Talbot, “The Last Black Man in San Francisco” (2019)

Wes Enzinna, “Gimme Shelter” (2019)

<https://harpers.org/archive/2019/12/gimme-shelter-ghost-ship-fire-san-francisco/>

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Herman Melville, “Bartleby the Scrivener: A Story of Wall Street” (1853)

Yates McKee, *Strike Art: Contemporary Art and the Post-Occupy Condition* (2016)

Nick Estes, “Prologue: Prophets” from *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline and the Long Tradition of Indigenous Resistance* (2019)

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Walt Whitman, “Crossing Brooklyn Ferry” (1860)

<https://whitmanarchive.org/published/LG/1860/poems/122>

Ben Lerner, *10:04* (2014)

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10:04

Barrett Swanson, “Disaster City” from *Lost in Summerland* (2021)

April

5

Jamilla Wignot, “Ailey” (2021)

Douglass Crimp, “Mourning and Militancy” (1989)

Gregg Bordowitz, Pamela Sneed, Sur Rodney (Sur), Lynne Tillman

“How to Write during a Pandemic” (2021)

<https://www.frieze.com/article/roundtable-how-to-write-during-a-pandemic-2021>

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Last Class