Carleton University Fall 2024

Department of Political Science

<https://carleton.ca/polisci/>

FYSM 1611 A

Politics on Netflix

Mondays 2:30-5:30 pm ET via Zoom

(find Zoom link on Brightspace)

Prof. Mira Sucharov

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**Office Hours:** I will send around an office-hours sign-up sheet each week with specific days/times. If those times don't work for you, email me and we can find another time.

**Course Description:** In this course, we will examine various offerings on Netflix through a political lens. We will ask three main questions: how are political topics dealt with in these works of art and entertainment? What kinds of political messages seep through even when the subject of the work isn't obviously political? How do we ascertain whether a work of film/TV is serving to subvert structures of power and inequality or to maintain them? We are using politics broadly here: we are trying to think about power dynamics and social structures related to issues like race, class, gender, social capital, and sexuality, as well as domestic and foreign policy issues around themes such as diamonds & colonialism, the opioid crisis, Indigenous policy & reconciliation, immigration, and the politics of Israel-Palestine.

**Learning Outcomes:**

1.  Learn how to watch film and TV critically, through a political lens

2. Improve your critical reading and analytical writing skills

3. Learn how to identify political and social themes and policy questions suggested by works of art and entertainment

4. Hone your seminar-speaking skills

5. Learn how to source scholarly literature from everyday topics

6. Learn how to write an op-ed

**Evaluation:**

Hand-Written Journal Log (at home; all semester): 20%

“Front Row” oral engagement (in class): 20%

“Google Doc” sheets (in-class): 20%

Citation Assignment I: 20%

Citation Assignment II: 20%

**“Front Row” Oral Engagement (in-class):** You will sign up for FIVE class sessions in which you will sit in the “virtual” front row, meaning having your camera on and actively participating in the guided discussion I will run. I will pose direct / “live” questions about the material, so make sure to come prepared. I will send around the front-row sign-up sheet at the beginning of the term. If you need to change your week, no need to tell me in advance; just make the change on the google sheet directly. Each week, at the beginning of class, I will ask who is here for front row and will make my notes accordingly.

**Google Doc sheets (in-class):** each week, for a portion of the session, we will divide up into regular learning groups. These groups will form a micro-community for the duration of the course, enabling you to share ideas and insights with one another in a more intimate setting. I will use attendance and participation in these groups as a way of doing the following: seeing that you’re present and actively participating, seeing how you’re doing, and engaging in check-ins as needed to ensure you’re staying on track. During these break-out sessions, I will conduct some sort of live discussion/activity on a google doc.

**Citation Assignment I:** Choose any op-ed from the course. Copy/paste it into a word document (delete whatever ads show up, etc.). Your task is to provide ten “extended” footnotes, at least half of which should be scholarly sources (books or academic journal articles). The other half should be news sources. Each footnote should correspond to a point the author is making in the given spot (where you choose to insert the footnote), and should include a direct quote from the source you’re quoting from, as well as full citation details, including the page number from which you’re taking the quote. The quote you’ve introduced should either support, challenge, or otherwise relate in some other way to the op-ed writer’s point. As you introduce the quote, specify in words what you’re trying to tell us about how it relates to the author’s point. Note: if the original op-ed is hyperlinked, you are not allowed to use that particular source; you must find another, or choose a non-hyperlinked spot to footnote. (*I will demonstrate in class*.)

**Due: Friday, Sept. 27 at 11:59 pm.**

**Citation Assignment II:** Same instructions as above, but this time choose a different op-ed than the one you selected last time).

**Due: Friday, Nov. 1 at 11:59 pm.**

**Hand-Written Journal Log:** All semester, you will keep a hand-written journal detailing your reflections of the films and shows watched for this course, and your engagement with the assigned readings, *in light of the themes covered in the course,* and *in light of your own personal life experiences (either as personal memories or things you’re encountering and experiencing in the current months — or both)*. You can write in paragraphs or point form or diagrams. You can use black and white, or colours, shapes, doodles; scrapbook cut-outs; glitter; moshi tape; whatever helps you convey to yourself (and to me) that you’ve engaged deeply and critically with the course material throughout the semester. *The final page must be a self-assessment page, whereby you provide yourself with a letter-grade that you think represents your journaling effort and level of depth of engagement with the material.* **Note:** if you are away from home one day, and are watching a show or film, or doing the readings, and still want to take notes and don’t have your journal with you, use any piece of paper and simply tape, staple or paste it in to your journal when you get home. **Lost journals won’t be accepted as an excuse.** *You should take a photo on your phone of each page as you go.*

**Due: Dec. 6 by 11:59 pm.** *Upload photos of your journal plus the final, hand-written, self-assessment page including self-assessed letter-grade, onto Brightspace.*

**Late Penalties:** one percentage point deduction per day late.

**Purchasing Requirements:**

You will need to buy three things for this course: a **Netflix** subscription for the duration of the semester, a **blank journal** (my personal favourite is dotted Moleskin, but any brand or even a dollar-store type will do), and a **pen** you enjoy writing with (my personal favourite is Staedtler pigment liner). Extra coloured pens and scrapbooking materials are optional.

All readings are available through the Carleton library ARES website (also known as “course reserves”).

**CLASS SCHEDULE**

**Class 1 (Sept. 9): Intro**

**Class 2 (Sept. 16): Social Media / Social Capital**

**Series:** *Black Mirror* (S3 e1: “Nosedive”)

**Documentary Film:** *Fyre: The Greatest Party that Never Happened*

**Academic Article:** Michèle Lamont, "[From ‘having’ to ‘being’: self‐worth and the current crisis of American society](https://ocul-crl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_2242156523&context=PC&vid=01OCUL_CRL:CRL_DEFAULT&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%2520Central&tab=Everything&query=any,contains,politics%2520of%2520social%2520media%2520self-worth&mode=basic)," *The British Journal of Sociology* 70, 3 (June 2019): 660-707/

**Op-Ed:** Sheila Marikar, You Won't Find Your Self-Worth on Instagram," *The New York Times* (2 November 2019)

https://www.nytimes.com/2019/11/02/opinion/sunday/instagram-social-media.html

**Class 3 (Sept. 23): The Opioid Crisis**

**Series:** *Painkiller* (episodes 1 and 2).

**Academic Article:** Keith Humphreys et al., “Responding to the opioid crisis in North America and beyond: recommendations of the Stanford–*Lancet* Commission,” *The Lancet* [Volume 399, Issue 10324](https://www-sciencedirect-com.proxy.library.carleton.ca/journal/the-lancet/vol/399/issue/10324), 5–11 February 2022 Read the “Executive Summary” section (up until, and including, the sentence, “The gains of such polices will be long lasting if they curtail the power of health-care systems to cause addiction and maximise their ability to treat it.”)

**Op-Ed: Lincoln Anthony Blades,** “The Opioid Crisis Only Became a Crisis When It Affected White People,” *Teen Vogue*(30 October 2017)

<https://www.teenvogue.com/story/the-opioid-crisis-only-became-a-crisis-when-it-affected-white-people>

**Op-Ed:** Vincent Lam, “As a doctor, I was taught ‘first do no harm.’ That’s why I have concerns with the so-called ‘safe supply’ of drugs,” *The Globe and Mail* (20 November 2021) https://www.theglobeandmail.com/opinion/article-as-a-doctor-i-was-taught-first-do-no-harm-thats-why-i-have-a-problem/

**Class 4 (Sept. 30): Class, Ethnicity & Ethnography**

**Film:** *Dirty Dancing*

**Academic Article:** Dunagan, Colleen, and Roxane L. Fenton, '*Dirty Dancing: Dance, Class, and Race in the Pursuit of Womanhood*', in Melissa Blanco Borelli (ed.), *The Oxford Handbook of Dance and the Popular Screen* (2014; online edn, Oxford Academic, 2 Oct. 2014).

**Academic Article:** Phil Brown, “Catskill Culture: The Rise and Fall of a Jewish Resort Area Seen through Personal Narrative and Ethnography,” *Journal of Contemporary Ethnography*  25, 1 (April 1996): 83-119.

**Class 5 (Oct. 7): Stand-Up Comedy and Social Change**

WATCH THEM IN THIS ORDER:

**Special:** Dave Chappelle, *The Closer*

**Special:** Hannah Gadsby, *Nanette*

**Academic Article:** Balkin, S. (2023). On Quitting: Dave Chappelle’s The Closer and Hannah Gadsby’s Nanette. *TDR: Drama Review,* *67*(1), 149-166.

**Op-Ed:** Roxane Gay, “Dave Chappelle’s Brittle Ego,” *The New York Times* (13 October 2021) https://www.nytimes.com/2021/10/13/opinion/dave-chappelle-netflix-trans.html

**Op-Ed: Marci L. Bowers,** “What Decades of Providing Trans Health Care Have Taught Me,” *New York Times* (1 April 2023) https://www.nytimes.com/2023/04/01/opinion/trans-healthcare-law.html

*\*\*\*Oct. 14 NO CLASS FOR THANKSGIVING\*\*\**

*\*\*\*OCT. 21 NO CLASS FOR READING WEEK\*\*\**

**Class 6 (Oct. 28): Indigenous Identity & Politics**

**Film:** *Indian Horse*

**Academic Article:** Hall, Anthony J. “A National or International Crime? Canada’s Indian Residential Schools and the Genocide Convention.” *Genocide studies international* 12.1 (2018): 72–91.

**Op-Ed:** Melissa Mbarki, **“**Trudeau, Canada, fail to understand depth of First Nations fresh water problems,” *Toronto Star* (14 September 2021) <https://www.thestar.com/opinion/contributors/2021/09/14/trudeau-canada-fail-to-understand-depth-of-first-nations-fresh-water-problems.html>

**Op-Ed:** Alicia Elliott, “The racist legacy of Canada’s residential schools is still reflected in current policies,” *Washington Post* (2 June 2021) https://www.washingtonpost.com/opinions/2021/06/02/canada-residential-schools-indigenous-racist-policies/

**Class 7 (Nov. 4): Race & Racism in America**

**Film:** *13th*

**Show:** *Black#AF* (S1, e1).

**Website:** Government of Canada, “Overrepresentation of Black People in the Canadian Criminal Justice System,” https://www.justice.gc.ca/eng/rp-pr/jr/obpccjs-spnsjpc/index.html

**Op-Ed:** Michael Romano, “How Biden Can Tackle Mass Incarceration,” *The New York Times* (29 December 2023) https://www.nytimes.com/2023/12/29/opinion/biden-prison-justice.html

**Popular Book Review:** Katy Waldman, “A Sociologist Examines the “White Fragility” That Prevents White Americans from Confronting Racism,” *The New Yorker* (23 July 2018) https://www.newyorker.com/books/page-turner/a-sociologist-examines-the-white-fragility-that-prevents-white-americans-from-confronting-racism

**Class 8 (Nov. 11): Immigration & Asylum: The Palestinian-American (and Palestinian-Canadian) Experience**

**Show:** *Mo* (S1, episodes 1, 2 & 3)

**Academic Article:** Tom Brocket, “From ‘In-Betweenness’ to ‘Positioned Belongings’: Second Generation Palestinian-Americans Negotiate the Tensions of Assimilation and Transnationalism,” *Ethnic and Racial Studies* 43, 16 (December 2020): 135-154.

**Op-Ed:** Saeed Teebi, “To be Palestinian is to Constantly Have Basic Facts of Your Existence Denied,” *The Globe and Mail* (17 October 2023).

**Class 9 (Nov. 18): Masculinity in Popular Culture**

**Show:** *Cobra Kai* (watch as much as you can of the first season)

**Academic Article:** Stevie K. Seibert Desjarlais, “Measures of Success: Competing Masculinities in Cobra Kai,” *Journal of Popular Film and Television* 51, 2 (April 2023): 84-97

**Op-Ed:** David Brooks, “The Crisis of Men and Boys,” *The New York Times* (29 September 2022) https://www.nytimes.com/2022/09/29/opinion/crisis-men-masculinity.html

**Long Op-Ed:**Alex McElroy, “This Isn’t Your Old Toxic Masculinity. It Has Taken an Insidious New Form,” *The New York Times* (13 January 2022) https://www.nytimes.com/2022/01/13/opinion/toxic-masculinity.html

*Jan. 13, 2022*

**Class 10 (Nov. 25): Israel-Palestine Politics**

**Show:** *Fauda* (episodes 1 and 2; watch more if you like)

**Web explainer:** Vox, **"**Everything You Need to Know About Israel-Palestine,”

https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer

**Long Op-Ed / Feature:** Mira Sucharov, “There’s a Path to Peace in Israel and Palestine,” *The Walrus* (1 March 2024) https://thewalrus.ca/path-to-peace-israel-palestine/

**Long Op-Ed / Feature:** Megan K. Stack, “For Palestinians, the Future Is Being Bulldozed,” *The New York Times* (9 December 2023) <https://www.nytimes.com/2023/12/09/opinion/palestine-west-bank-war.html>

**Op-Ed:** Sayed Kashua, “Fauda Creators Think Arabs are Stupid,” *Haaretz* (12 January 2018) <https://www.haaretz.com/opinion/2018-01-12/ty-article/.premium/fauda-creators-think-arabs-are-stupid/0000017f-e48f-d9aa-afff-fddf180a0000>

**Op-Ed:** Raz Segal, “Why International Court of Justice Ruling Against Israel’s War in Gaza is a Game-Changer,” *Los Angeles Times* (27 January 2024) <https://www.latimes.com/opinion/story/2024-01-27/icj-israel-south-africa-gaza-genocide-court-ruling>

Class 11 (Dec. 2): Diamonds, Greed, Capitalism, Colonialism

**Film:** *Uncut Gems*

**News article:** [Dionne Searcey](https://www.nytimes.com/by/dionne-searcey), Russia Fights Efforts to Declare It an Exporter of ‘Blood Diamonds,’” *New York Times* (16 August 2022)

Press Release: “General Assembly Adopts Resolution Encouraging Strengthening of Kimberley Process, Recognizing Diamond Certification Scheme’s Key Role in Peacebuilding, Development,” United Nations (3 March 2020) <https://press.un.org/en/2020/ga12242.doc.htm>

**Popular Article:** Richard Brody, “The Mesmerizing Chaos of Uncut Gems,” *The New Yorker* (13 December 2019) https://www.newyorker.com/culture/the-front-row/the-mesmerizing-chaos-of-uncut-gems

Class 12 (Dec. 6 — Friday): Workshopping Final Op-Ed Ideas

*For this week, your discussion forum should be devoted to writing about your op-ed research and writing process. Those who are initial posters should conclude with a question about your op-ed you are seeking help with, and responders can respond.*

**Appendix**

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

***Emergency Resources******(on and off campus):*** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

* ***Carleton Resources:***
  + Mental Health and Wellbeing: <https://carleton.ca/wellness/>
  + Health & Counselling Services: <https://carleton.ca/health/>
  + Paul Menton Centre: <https://carleton.ca/pmc/>
  + Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
  + Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
  + Equity & Inclusivity Communities: <https://carleton.ca/equity/>
* ***Off Campus Resources:***
  + Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
  + Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
  + Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
  + Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
  + The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

***Academic consideration for medical or other extenuating circumstances:*** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor’s discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](https://carleton.ca/secretariat/wp-content/uploads/Academic-Consideration-Policy-for-Students.pdf) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar’s Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor 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 ([click here](https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/)).

***Religious accommodation:*** Please contact your instructor 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](https://carleton.ca/equity/accommodation/religious-observances/).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](http://carleton.ca/pmc).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 information, please [click here](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

**Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton’s [Academic Integrity Policy](https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university’s academic integrity rules.

***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* Any submission prepared in whole or in part, by someone else;
* Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* Using another’s data or research findings without appropriate acknowledgement;
* Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

**Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

**Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

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.

**Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace.  As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.