

PSCI 1002Q  
Arts One Global Issues  
Monday 11:35-13:25

Please confirm location on Carleton Central

**\*\*syllabus subject to minor changes before the first day of classes\*\***

**Instructor:** Prof. Mira Sucharov  
**Phone:** 613-520-2600 x. 3131  
**Office:** D 698 Loeb  
**Office Hours:** Monday 10:00-11:25 and 13:35-14:55; Wednesday 13:30-14:25  
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This course is part of the Arts One Global Identities cluster. It aims at honing your reading, writing and discursive skills in the context of examining a variety of global issues. We will examine collective memory and identity (looking at Holocaust memory), how groups relate to each other (looking at the case of the Israeli-Palestinian conflict), and how we engage with the planet through food, urban design, and climate change issues. We will aim to master the “op-ed” writing form. We will also look at how unconventional writing forms like graphic novels can provide a new way of looking at serious subjects.

### **Course Requirements**

You will hand in eight short writing assignments during your discussion groups. Each is appx. 2 pages, double-spaced. *Email these to your TA via web CT.*

See details during the relevant week in the syllabus.

**Discussion Section Assignments (8 @ 6%) = 48%**

You are expected to attend all discussion sessions and contribute to the conversation.

**Discussion Section Participation 12%**

You will write an op-ed due which is due on Class 9 (Nov. 22).

Length: 800 words, plus an additional 1-2 pages of footnotes where you will discuss your points more fully, as well as cite your sources.

*Email this to your TA via web CT.*

**Op-Ed 20%**

There is a final exam. Details TBA.

**Final Exam 20%**

**\*\*\*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.**

There are **four books plus one online reader** for purchase.

Books for Purchase (at Octopus Books, 116 Third Avenue, off Bank St., in the Glebe) (613) 233-2589.

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)

Michael Pollan, *Food Rules: An Eater's Manual* (2009)

Kate Evans, *Funny Weather: Everything You Didn't Want to Know About Climate Change But Probably Should Find Out* (2006)

The course reader through Congressional Quarterly Press is available for purchase through the link below. (I have chosen to compile a custom digital reader both for eco-purposes and because it is much cheaper for students than the printed version would be.) Go to:

<http://cqp-student.libredigital.com/studentOrderlogin.seam?vendorId=6880811796484369&isbn=4760>

## SCHEDULE OF TOPICS

Class 1 (Sept. 13): **Introduction**

Class 2 (Sept. 20): **How to (Really) Read**

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

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

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

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

CQ reader chapter 1: "Reading Crisis?"

**Section Assignment for Discussion Section:** *Tell us about one book that has shaped you (how?) and two books you hope to read within the next twelve months. What do you hope to learn about about yourself (and/or about the world) from those two books?*

Class 3 (Sept. 27): **How We Talk: The Argument Culture**

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>

**Assignment for Discussion Section:** Find one example in the mainstream media (online newspaper, magazine or youtube newsclip) of the dynamic Tannen is referring to in the podcast. Find another example where that dynamic is **not** in play. Which of these two clips "works" better -- from an entertainment standpoint and from an educational standpoint, in your opinion?

Class 4 (Oct. 4): **How We Think: Liberalism & Conservatism**

CQ reader chapter 2: "Is a Liberal-Conservative Identification an Ideology?"

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

Take this online quiz and see where you score:

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

**Assignment for Discussion Section:** What parts of either liberalism or conservatism (or both or neither) do you relate to? Discuss the online quiz either in terms of your personal outlook or some other measure (if you prefer not to get personal).

**\*\*No classes on Thanksgiving (Oct. 11)\*\***

**Class 5 (Oct. 18) How to Write (Well): The Op-Ed Form**

David Brooks, History for Dollars (why the humanities)

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

David Brooks, The Wal-Mart Hippies

<http://www.nytimes.com/2010/03/05/opinion/05brooks.html?ref=davidbrooks>

Thomas Friedman, Tea Party with a Difference

<http://www.nytimes.com/2010/04/25/opinion/25friedman.html?ref=thomasfriedman>

Thomas Friedman, Attention: Baby on Board

<http://www.nytimes.com/2010/04/14/opinion/14friedman.html?ref=thomasfriedman>

Margaret Wentz, Dare to Be an Optimist

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

Margaret Wentz, The Immigration Debate We Don't Want to Have

<http://www.theglobeandmail.com/news/opinions/the-immigration-debate-we-dont-want-to-have/article1606855/>

***Assignment for Discussion Section:*** Read all of the op-eds above. Write a one-sentence summary of the main point of each piece. Which points do you agree with? Which ones helped you think about something differently?

**Class 6 (Oct. 25) Historical Memory & Identity I**

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

**Class 7 (Nov. 1) Historical Memory & Identity II**

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.\*\*

**Assignment for Discussion Section:** *Identify a few themes in Maus. Does the graphic novel format "work" in delivering these themes? How does Staub help us understand the meaning(s) of Maus?*

### Class 7 (Nov. 8) **The Israeli-Palestinian Conflict I**

Jeremy Pressman, A Brief History of the Arab-Israeli Conflict (2005)  
<http://anacreon.clas.uconn.edu/~pressman/history.pdf>

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

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

CQ reader: "Can Terrorism Ever Be Justified?"

CQ reader: "Can Terrorism Be Rational?"

### Class 8 (Nov. 15) **The Israeli-Palestinian Conflict II**

Thomas Friedman, Hobby or Necessity? (Is-Pal)  
<http://www.nytimes.com/2010/03/28/opinion/28friedman.html?ref=thomasfriedman>

bitterlemons, "Are Settlements an Obstacle to Peace Talks?" (13 July 2009), edition 27.  
<http://www.bitterlemons.org/previous/bl130709ed27.html>

Bitter Lemons, "A one, two or three state solution?" (18 August 2008).  
<http://www.bitterlemons.org/previous/bl180808ed32.html>

Roger Cohen, "An Ordinary Israel," (*New York Times*, October 2009)  
<http://www.nytimes.com/2009/10/16/opinion/16iht-edcohen.html>

**Assignment for Discussion Section:** *If you could get Israelis and Palestinians to agree on one thing that they currently disagree on, what would it be? (And how would that help lead to a potential resolution of the conflict?)*

Class 9 (Nov. 22) **Climate Change and the Environment**  
**(\*\*Op-Ed due\*\*)**

Funny Weather: Everything You Didn't Want to Know About Climate Change But Probably Should Find Out, by Kate Evans (2006)

CQ reader: "Climate Change and the Environment"

CQ reader: "Reducing Your Carbon Footprint"

Class 11 (Nov. 29) **Our Cities**

CQ reader: "Sustainable Development and Urban Life in North America"

**Jeffrey Simpson, "Howling at the Park," Globe and Mail (30 June 2010)**  
**<http://v1.theglobeandmail.com/servlet/story/LAC.20100630.COSIMPSONLANDSDOWNE30ATL/TPStory/TPComment/>**

**Assignment for Discussion Section:** *What is your favourite neighbourhood (in any city) and why? Discuss social aspects, eco-aspects, aesthetics, etc.*

**Class 12 (Dec. 6) Food Politics**

Michael Pollan, *Food Rules: An Eater's Manual*

Sarah Elton and Pierre Desrochers, "Dinner Debate: Local Food: Is it Good or Bad?"  
<http://www.theglobeandmail.com/life/food-and-wine/local-food-is-it-good-or-bad/article1502534/>

CQ reader, "Global Food Crisis"

CQ reader: "Slow Food Movement"

**Assignment for Discussion Section:** *Keep a food diary for one day. How well do you match up to the suggested criteria of Michael Pollan and the "slow food movement"? Think about the values that motivate what you choose to eat. What is your food-*

*consumption value hierarchy? Taste? Cost? Convenience? Eco-impact? Health? Labour impact (fair trade, etc.?) Religious restrictions? Other?*

### **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 15 2010 for December examinations and March 11 2011 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](http://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

**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.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**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](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://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.

