Instructor: Daniel Rosenblatt
Office: A709 LA (Loeb)
Office Hours: Tuesday 1:00-2:00. If you are not free at this time email me to arrange a meeting at another time.
Contact info: In the normal course of things, email is the best way to get hold of me and leaving a message on my office phone is probably the worst. If you really need to talk to me right away (such as to tell me you can’t make a meeting we have scheduled), call or text me on my cell phone.
Email: daniel.rosenblatt@carleton.ca or daniel.rosenblatt@gmail.com
Phone: (613) 867-8443—mobile (emergencies only)
Course meets: Wednesday 11:35 am – 2:25 pm in ME 3165
Prerequisites, restrictions, and precluded courses: None
COURSE DESCRIPTION AND AIMS

This course provides an overview of ways anthropology (and related disciplines) can help us understand the world in which we live by looking at some of the important values, ideas, and practices that shape life in what we can describe as “Anglo Settler North America.” Much of what we read will be focused on the United States, mainly because that is where most of the research has been done, but also because the U.S. has played a profound role in shaping the modern world as a whole. Although this U.S.-centrism would be hard to avoid given the state of existing research, we will try to avoid some of its more pernicious effects by making it conscious rather than unconscious: thus we will to keep in mind the question of whether what we learn about the U.S. applies to Canada, to Western liberal democracies more generally, or to the modern world as a whole.

The most important theme of the course will be the centrality of success as a cultural value in North America and the closely related question of how social class works in our society. The course begins by looking at the way the question of “how to succeed” is treated in some 1980s film comedies, and we pair this with an introduction to the “cultural aspects” of social class in the U.S. We then move on to look at the impact the cultural importance of success has on the institution of high school, including the class logics underlying such familiar high school identities as “jock” and “nerd.” We conclude this first section of the course with a deeper structural analysis of social class, highlighting the importance of the middle class to contemporary society and connecting middle class consciousness to the organization of production in modern capitalism.

The next section of the course deals with the relationship between success, class, and other aspects of who we are and how we live. We look at such things as how we approach getting jobs, how we feel if we can’t get a job, the intersection of class with other aspects of our identity such as race and gender, and the way these larger social categories and values shape intimate aspects of our lives such as relationships. The complex intersections and interconnections between categories such as class, race, im/migration, gender, sexuality, language, and nationalism give us insight into what the mainstream is and how it is constructed.

The third section of the course introduces another major theme, consumption. What is the significance of the fact that we satisfy our material needs by buying objects that are imbued with all sorts of social significance? How did it come to be that the objects we buy do not merely signal status but help us create who we are and purport to solve our emotional and social problems? How do objects get meaning and how do they give meaning to people who buy them? Why do we long for certain objects? Why are we uncomfortable with such “materialism” and how do we express that discomfort?

The question of our collective discomfort with consumption provides a segue into the last main theme of the course: the persistent tendency of members of our society to resist the dominant cultural injunction to pursue success by embracing various forms of romanticism, antimodernism, and bohemianism. In looking at such forms of cultural resistance to the mainstream we will be concerned with both their connections to each other and the ways they reproduce as well as challenge the values and conceptions that characterize the mainstream.

In the final section of the course we try to put some of what we have learned to use by looking at the election of Donald Trump and the emergence of new forms of right wing politics. Does what we have learned about North American culture help us understand the appeal of such ideologies or movements?

COURSE FORMAT, REQUIREMENTS, AND METHODS OF EVALUATION

Overview:

The course will be a mix of lecture and discussion. In order to facilitate discussion in such a large class, I will organize you into permanent small groups or teams, and we will spend part of most class periods in these teams, either in discussion or engaging in some way with that week’s weekly work (see below). Discussion (either of the readings or of topics I set) will be the main activity of these teams, but on many occasions I will ask teams to produce questions, answers to questions, lists of discussion topics, or some other tangible product that will help organize our discussion when we come back together to talk as a whole. The grade for
the course will come from a combination of the weekly work (60%), a take-home final (35%), and a peer evaluation from the members of your team (5%).

**Weekly work:**

Every week there will be some smallish piece of work that will be worth 5% of your total grade. The nature of this work will vary from week to week, and could have several components. Some weeks it might be a reading response (in the form of either a paragraph or short questions). Other times it will consist of work in class, usually with your team. These could be combined—for example I might ask you to answer a few short questions about the reading for homework, and then have you compare those answers with your team members and come up with more definitive answers to the same or a related set of questions.

**Take-home final:**

The main piece of writing you do for the course will be a take-home final of about 8-10 pages (2400-3000 words) due on the last day of exams. This will involve a choice of essay prompts. In each, you will have room to do your own analyses of aspects of North American culture while you also draw upon and respond thoughtfully to the various analyses we've read during the semester.

**Peer evaluation from team members:**

This component will be set up so that you can credit your team members for their helpful participation in discussions and team work.

**Required readings:**

There is one required book, available at Haven Books, 43 Seneca Street (at the corner of Sunnyside and Seneca, about a block east of campus, 613-730-9888):


All other readings will be made available on the course's cuLearn page:

https://culearn.carleton.ca/moodle/course/view.php?id=91824

**Receiving assignments and handing things in:**

Assignments will be posted on cuLearn unless they are to be done during class time, in which case they will be handed out in class. Assignments will include information on where they should be submitted but in general, things I hand out in class should be submitted in class and assignments posted on cuLearn should be submitted there. I may also ask you to bring copies of assignments to class to discuss with your team.

**Late assignments:**

If you need an extension ask me before the assignment is due; while reasonable requests for short periods and good reasons may be granted, I reserve the right to say no, and to impose penalties for late work.

**Attendance:**

There is no attendance grade per se, but if you miss the class when we do an activity that counts as part of the weekly work, then your grade on the work for that week will suffer.

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**READINGS AND ASSIGNMENTS**

*Please be aware that this syllabus is subject to change, including the content and dates of readings and assignments. You are responsible for coming to class and checking your email to know the current reading assignments and deadlines.*
I. SUCCESS AND CLASS IN NORTH AMERICAN CULTURE

Week 1 / Sept 6
COURSE INTRODUCTION: SUCCESS AS A CULTURAL IMPERATIVE
  o In class activity: movie screening of either The Secret of My Success or Ferris Bueller's Day Off

WEEK 2 / SEPT 13
SUCCESS AND CLASS IN AMERICA
  o Viewing: trailers for the 4 movies discussed in Traube 1989 (links on cuLearn)

Week 3 / September 20
HIGH SCHOOL I: CLASS, RACE, AND ETHNICITY IN POST WW II AMERICA

Week 4 / September 27
HIGH SCHOOL II: HIGH SCHOOL STRUCTURE AND IDENTITY
WEEK 5 / October 4

**HIGH SCHOOL III: SUCCESS / A MARXIAN APPROACH TO THE MIDDLE CLASS**


II. WORK, IDENTITY, AND THE SELF

Week 6 / October 11

**WORK, SUCCESS, AND SELF PROMOTION**

- Viewing: Season One of "Heeldraggers" (about 35 minutes) [https://www.youtube.com/channel/UCr47-Wp0kluAFv6mIr1LdjQ/featured](https://www.youtube.com/channel/UCr47-Wp0kluAFv6mIr1LdjQ/featured)

Week 7 / October 18

**LARGE CULTURAL THEMES AND INTIMATE EXPERIENCES**


**Fall Break (No Class October 25)**

Week 8 / November 1

**INTERSECTIONS OF CLASS, RACE, ETHNICITY, LANGUAGE, AND IDENTITY—MAINSTREAM AND MARGIN**


**III. CONSUMER SOCIETY**

Week 9 / November 8

**CULTURE AND CONSUMPTION I: ORIGINS AND VALUES**

Week 10 / November 15

CULTURE AND CONSUMPTION II: PRACTICES AND MEANINGS


IV. ANTIMODERNISM AND OTHER FORMS OF “RESISTANCE”

Week 11 / November 22

COUNTERCULTURES, RESISTANCE, AND REPRODUCTION


- Fletcher, Robert. 2014. Romancing the wild: Cultural dimensions of ecotourism: Duke University Press Durham, NC. (Selection: pp. 91-112.)

Week 12 / November 29

THE SIMPLE LIFE.

V. APPLYING OUR KNOWLEDGE: UNDERSTANDING CONTEMPORARY POLITICS

Week 13 / December 6

RACE, CLASS, GENDER, AND DONALD TRUMP

- Possible other readings TBA

Take-Home Final (Paper) Due December 22 At Midnight

HAPPY HOLIDAYS!

SOURCES OF ACADEMIC ASSISTANCE

Please speak with me or the TA after class, during office hours, or make an appointment, if you need assistance. There are many academic support services available on campus. A general guide to available services is here: http://www1.carleton.ca/academics/support/ Some more specific services you might find useful are the following:

- Writing Tutorial Service: 4th Floor MacOdrum Library (ML402); 520-2600 ext. 1125; http://www1.carleton.ca/sasc/writing-tutorial-services/ for help with writing assignments and developing writing skills
• Student Academic Success Centre: 302 Tory Bldg.; 520-7850 http://carleton.ca/sasc/ for help with study skills such as time management, note-taking, and exam prep (both drop-in sessions and fixed workshops available), tutoring, selecting a major, academic rules and regulations, or academic planning
• Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/
• International Student Services Office: 128 University Centre; 520-6600; http://www.carleton.ca/issso for international students, to help with English conversation skills or proof reading
• Career Services: 401 Tory Building; 520-6611; www.carleton.ca/career for career planning
• Library Reference Services Desk: MacOdrum Library; 520-2735; www.library.carleton.ca for help with library research, databases, building bibliographies, etc.
• Learning Commons: 4th Floor of the Library, 520-2600 Ext. 1125 “one-stop” centre for study rooms and spaces, computer access, study skills tutoring, workshops, peer helpers, etc.

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests For 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).

The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2017 exam period is November 10, 2017 and the deadline for the April 2018 exam period is March 9, 2016

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors 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 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.
Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to
discuss her 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:

Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Other Important Information:

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).

Students must always retain a copy of all work that is submitted.

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 University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
Letter Grade Equivalents:

In accordance with the Carleton University Undergraduate Calendar (p 45), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56
- A - = 80-84
- B - = 70-72
- C - = 60-62
- D - = 50-52
- F = Below 50
- WDN = Withdrawn from the course
- ABS = Student absent from final exam
- DEF = Deferred (See above)
- FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Important Dates:

FALL 2017

- September 4: Labour Day – University Closed.
- September 6: Classes start.
- September 15-17: Summer term deferred examinations will be written.
- September 19: Last day for registration and course changes in Fall and Fall/Winter courses.
- October 6: December exam schedule available online.
- October 9: Thanksgiving Day – University closed.
- October 23-27: Fall break, no classes.
- November 24: Last day for summative or final examinations in Fall term courses before the official examination period.
- December 8: Classes follow a Monday schedule.
- December 8: Fall term ends. Last day of classes, Fall term. Last day for academic withdrawal from Fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses. 
  
  *Note: because of where Labour Day falls this year, there is no break between the last day of classes and the start of examinations.*

- December 10-22: December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.
- December 22: All take-home exams in courses below the 4000 level are due.
- December 25 - January 1, 2018: University closed