

PSCI 3108A
Politics of Popular Culture
Mondays 2:35-5:25 p.m.
Please confirm location on Carleton Central

Instructor: Professor Conrad Winn
Office: B641 Loeb
Office Telephone: 520-2600 ext. 1195
Office hours: Mon 11:30-noon, 2-2:30 pm, 5:30-7:30 pm;
Tues 11:30-noon, 5:30-6 pm by appointment.
Other times also available by appointment.
Email-routine: cwinn@connect.carleton.ca – for normal academic issues.
Response within one business day
Email-urgent: cjwinn@telus.blackberry.net – to book a meeting by phone
or in person for urgent medical/personal matters or to
change an appointment.
Email-requirements: Student email must be from a Carleton email account and must
have the following subject heading: “PSCI 3108A, [your
name as it appears on university records], [purpose, e.g. to
discuss a paper or submit a paper].”

Information Other Than Weekly Topics

Course Objectives

This is a course on political aspects of popular culture. A century ago, *culture* referred to the artistic proclivities of upper status people. A half century ago, a democratic spirit ushered in the idea of *popular culture* to reflect the Hollywood-focused habits of a large swath of the public. Sociology, anthropology, and political science began to use *culture* or *mass culture* as an analytic tool for understanding the habits of most people in a society. By the end of the 20th century, *popular culture* came to encompass the literary, artistic, entertainment, and recreational habits of the general public. The interplay of the “500 channel universe,” the growth of higher education, and the decline of deference expanded the boundaries and definitions of popular culture.

The immense increase in delivery channels has required providers to make niche products and audiences profitable. This transformed our heretofore understanding of a mass culture into effectively many segmental cultures but we have no special terms to describe these segmental cultures. Previously elite products entered the mainstream partly because of the growth of channels and partly because of the growth of the higher

educated segments. PBS-style programming became more accessible on non-PBS channels than PBS itself.

The expansion of higher education combined with the dissident effects of broadcast news to produce a decline in deference. Many medical, psychiatric, marriage, consumer, environmental, and foreign policy issues, for example, are becoming less and less the purview of professional elites and are entering mass or popular culture. The boundaries between pure entertainment products and public or mass culture attenuated.

Students should ideally conclude the course with a fuller understanding of: (a) the place of politics in entertainment, the arts, journalism, Hollywood, and society; (b) social-conservative perspectives on culture as well as the more commonly taught leftwing perspectives; and (c) the leitmotifs of alienation and uproar in the social sciences. Students should ideally feel that they have been exposed for the first time to some significant authors with different points of view and to new perspectives on authors to whom they had been previously exposed. They should also feel that the course provided them with an opportunity to develop their skills at primary research as much as they wished to.

Texts

None.

Other Source Material

Even more in the post-Internet era, political science requires familiarity with a cornucopia of sources. Students will benefit from access to orthodox traditional media such as CBC, CNN, *Globe and Mail*, and *Ottawa Citizen*, unorthodox traditional media such as Fox News Channel, TV5, *Le Devoir*, *Weekly Standard*, and the Zerbisias column in the *Star*, new media such as salon.com, honestreporting.com/ca, littlegreenfootballs.com, mediaresearch.org, instapundit.com, dailykos.com, michaelmedved.com, and frontpagemag.com, new media aggregators such as townhall.com and pajamasmedia.com, new micro-media such as danielpipes.org, memri.org, ezrelevant.com, and sundry government sites (e.g. Bank of Canada), micro-advocacy sites such as cair.com and anticair.com, and think tank websites (C.D. Howe, Frontier).

Evaluation at a Glance

Participation	30%
In class Test (Nov 16)	20%
Term Paper (Nov 9)	50%

Each student's grade will normally be derived as follows: (a) 30% for contributions to class discussion including weekly preparations from the reading list and media

sources on media, (b) 20% on the basis of a multiple choice test in class during the week of November 16th, and (c) 50% for independent research submitted in the form of a term paper on approved topics, below, and during week of Nov. 9th following procedures specified below. A passing grade in each of these three components shall normally be required to pass the course.

Evaluation Details

Class Discussion. Students will be graded for the quality of their discussion of assigned readings for the week and, secondarily, of mediated cultural phenomena of the preceding week. Attendance may be taken. A good familiarity with the week's readings and uninterrupted attendance, except for health and other exigencies, are required for passing. Students may be asked about what was said in an assigned reading, the author's purpose or intent, the latter's context, and the student's own assessment.

Class Presentation. Each student will make a 5 minute presentation on a term paper. The vast majority of such presentations will be statements of intent, presented before and, in many cases, well before submission. The presentation will be made orally with a 1-2 pp handout distributed to class and emailed as an embedded message to the instructor during the preceding weekend with the title: PSCI 3108 Presentation of [Name of Student as it Appears in University Records.] If presented in September, the presentation should detail data and information collection strategies. If presented in late October or November, it should increasingly emphasize findings. Needless to say, presentations early in the term will be graded more compassionately than those presented later.

Term Paper Content. The MSWord typed paper shall consist of no more than 20 pages, including footnotes (not endnotes, and not citations in parentheses), plus bibliography. In fall 2009, the following is an exclusive list of acceptable topics. Please choose one:

- Film—blockbuster movies of each decade and what they may reveal about either public values and/or the film industry (mainly primary research)
- CRTC order-in-council appointments—what they reveal about the comparative influence of partisanship, ideology, or sectors/industries from one government to another (mainly primary research including a possible requirement for Access to Information requests in late September)
- CRTC decision-making—a term paper on the CRTC's treatment of any one of the following issues, including what CRTC records show about its treatment and deliberations, the presence or absence of complaints/advocacy, and acknowledgement of controversial aspects. All of these involve mainly primary research and may require Access to Information requests in late September:
 - Pornography, sex, or religion
 - Partisanship or ideology

- Reporting on the Communist world pre-1991
- Reporting on the Arab or Islamic world
- Quebec-Canada relations (including separatism)
- The differential treatments of CNN, MSNBC, and Fox News
- University culture—a term paper on any one of the follow subthemes:
 - Honourary degrees—what would a quantitative study of honorary degrees reveal about university values and ideology, including any degree recipients reveal about ideology or ideological evolution across time at a university such as Carleton (mainly primary research)
 - Invited speakers-- what would a quantitative study of invited speakers reveal about university values and ideology, including what the choice of degree recipients reveals about ideology or ideological evolution across time at a university such as Carleton (mainly primary research)
 - Subsidized political activity—what would a quantitative or qualitative study at a university such as Carleton (mainly primary research) reveal about authoritative culture at the university.
- Disabilities—Media treatment, using a major source such as the *Globe and Mail*, *NY Times*, *Times (London)*, *Telegraph*, *Washington Post* etc., a quantitative content-analysis of the frequency of the treatment of needs of people with disabilities by comparison with the treatment of the needs of any two comparison groups (e.g. poor people, Afro-Americans, gays, HIV patients) over a generation.

Term Paper Writing Style. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes and in no other form (e.g. no endnotes). All papers should be strongly evidentiary, *using citations and documented verbatims liberally*. University-level grammar and spelling standards are a requirement for passing

Term Paper Submission. Term papers must be submitted at the beginning of the class during the week specified under “Evaluation at a Glance,” above. As confirmation of submission, the same paper must also be submitted electronically to cwinn@connect.carleton.ca during the 24 hour period preceding the class during which the paper version is to be submitted. For such electronic submissions, the email subject heading must be: “PSCI 3108, [your name as it appears on university records], [1-3 words describing term paper topic, e.g. honorary degrees or CRTC and porn]”

Term Paper Submission. Term papers must be submitted at the beginning of the class during the week of November 9th. As confirmation of submission, the same paper must also be submitted electronically to cwinn@connect.carleton.ca by the same day and time. For such electronic confirmatory submissions, the email subject heading must be: "PSCI [course number], [your name as it appears on university records], Term Paper, [Term Paper Topic]." Apart from medical or other customary exigencies in the judgment of the instructor, an extension will be allowed only if an Access-to-Information request is part of the project, was submitted in September, and was not satisfied before the end of October.

Late Term Papers. Term papers submitted through the Departmental box will have a basic deduction of 2 grade points (e.g. reduced from B+ to B-) plus 2 extra grade points for each day past due. The Department date stamps submissions to the box at 4 p.m. A term paper submitted at 4:15 p.m. would be deducted 4 grade points.

Return of Graded Term Papers. Graded term papers will be returned in class. Students will be alerted beforehand with respect to which class. Students who do not wish to pick up their paper in class have the option of submitting their paper in a self-addressed, stamped envelope following the normal submission practice, as outlined in "Term Paper Submission," above. A supplementary pickup option will be in December at a time and place to be announced by email.

Term Paper Grade Disputes. The procedure for seeking redress involves first speaking with the TA involved in the grading of the paper in question, and then seeing the instructor. All requests to the instructor for redress must be preceded by an email outlining the rationale of the student's request.

Academic Infractions. A student who, without written authorization, submits or has submitted the same paper to another course will automatically receive a failing grade for the course.

Plagiarism and Proper Use and Citation of Sources. An excellent set of sources and source of counsel may be found at www.library.ualberta.ca/guides/plagiarism/.

Early Performance Feedback. This course is not well suited to formal, early performance feedback. A student wishing informal feedback may schedule an appointment or speak to the instructor in private during class break.

WebCT. Overall course grades on WebCT will not be deemed official until formally approved by the University.

Other Evaluation Requirements and Exemptions. Subject to exemptions as outlined immediately below, students must fulfil all three requirements by receiving a passing grade to pass the course. Subject to university regulations, in the event of significant family circumstances such as bereavement the instructor may at his discretion extend a term paper submission deadline or exempt the test, in which case the putative test result would be calculated as the average of the two other components.

Reaching Professor Winn

Consulting times are by appointment and normally in consulting hours. Students are encouraged to use email (cwinn@connect.carleton.ca) to discuss brief topics, send writing for comment, seek feedback, book an appointment, or request a telephone conversation. Emails requesting a conversation by phone should list the student's full name, phone number, and time periods when the instructor's return phone call might work. Barring technical difficulties, email messages are normally returned within a business day.

Students arriving to discuss a term paper are requested to bring a typed outline of their thoughts, however preliminary or tentative their thoughts might be.

To minimize the risk of accidental deletion in an era of junk mail, emails must have the following in the subject heading: "PSCI [course number], [your name],[purpose of email]." Students are obliged to check the email addresses they have given to the university for possible email from the instructor at least weekly on the evening before or the morning of class.

Comment Codes When Term Papers Are Returned:

VG = very good substantive point

VG evid = very good use of evidence, sourcing, or citation material

S = style cumbersome or poor

M = meaning unclear

Gr = grammatical problem

Sp = misspelling

Wd = inadequate choice of word(s)

NS = non sequitur

Evid = inadequate or inappropriate evidence

Inf = style too informal for an academic paper

Weekly topics and readings

1. (Sept 14) Overview of the course

Principal considerations: Popular culture as professional entertainment, Popular culture as mass culture, The politics of entertainment and its industry, The U.S. entertainment industry. Niche and elite cultures. Culture as sourced in religion. Two cross-cutting religio-cultural axes: Traditional Christianities vs secular revolt; Islam and Islamism vs. the non-Islamic world.

Key research concepts: fact, taxonomy, theory/explanation, objectivity and historicism, sociology of knowledge. Key research tools (causal modeling, content analysis, and surveys) and overview of weekly readings. Participation and research expectations. A round-table discussion of possible topics for independent research, and assignment of dates for oral presentations.

Academic prism:

Ian Lee, "Carleton had every right to fire Hassan Diab," *Ottawa Citizen* (August 5, 2009).

Cinnamon Stillwell, "Terrorists in the Ivory Tower?," *FrontPage Magazine* (August 13, 2009), available at

<http://www.frontpagemag.com/readArticle.aspx?ARTID=35916>

http://townhall.com/columnists/DennisPrager/2009/08/18/now_yale_embarrasses_the_idea_of_the_western_university

2. (Sept 21) Library staff presentation on primary research techniques including government financial information, access to information, and other channels.

3. (Sept. 28) Yom Kippur TBD

4. (Oct. 5) Academic Prism Continued; Recapitulation of Course Paradigm and Research Expectations; the Importance of Primary Research Techniques in the Internet Era

David Stove, *Against the Idols of the Age* (2001)

Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)

Roger Kimball, *The Lives of the Mind: The Use and Abuse of Intelligence from Hegel to Wodehouse* (2003)

Leszek Kolakowski, *Main Currents of Marxism: The Founders, The Golden Age, The Breakdown* (W. W. Norton, 2001).

Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003

"Faculty Follies," *The New Criterion* (June, 2005)

Roger Kimball, "Retaking the University," *The New Criterion* (May 11, 2005)

"A Thankyou to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more...." In *Weekly Standard* Vol. 010 (June 20, 2005) 38.

E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)

David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006)

Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009) http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles

Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005

Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303

Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65

Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1)

<http://www.discoverthenetworks.org/viewSubCategory.asp?id=291>

http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf. David Horowitz and Ben Johnson, *Campus Support for Terrorism* (Center for the Study of Popular Culture, 2004).

http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1

<http://www.discoverthenetworks.org/ShadowParty.asp>

Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)

Tom Wolfe on radical chic at <http://nymag.com/news/features/46170/> and

<http://www.tomwolfe.com/RadicalChic.html>

5. (Oct. 12) Thanksgiving

6. (Oct. 19) Media context

Unless otherwise indicated, the following items are taken from Dan D. Nimmo and Keith R. Sanders, eds., *Handbook of Political Communication* (Beverly Hills: Sage, 1981): Robert L. Savage, "The Diffusion of Information Approach," chap. 3

Maxwell E. McCombs, "The Agenda-setting Approach," chap. 4

Richard Hofstetter, "Content analysis," chap 19.

Alan Rubin, "Uses, gratifications and media effects research" in Jennings Bryant and Dolf Zillmann, eds., *Perspectives on Media Effects* (Hillsdale, N.J.: Lawrence Erlbaum, 1986)

McGuire's chapter in G. Comstock, *Public Communication and Behavior*, vol. 1

Conrad Winn, "CBC Television News Has a Bias Problem," *Policy Options* (July-August, 2002).

James Fallows, *Breaking the News: How the Media Undermine American Democracy* (Pantheon, 1996) or

George Bain, *Gotcha: How the Media Distort the News* (Toronto: Key Porter, 1993)

Webster, J. G. (2005). Beneath the Veneer of Fragmentation: Television Audience Polarization in a Multichannel World. *Journal of communication* , 366-382

Baumgartner, Jody and Jonathan S. Morris. (2006). The Daily Show Effect: Candidate Evaluation, Efficiency, and American Youth. *American Politics Research*, vol. 34, no. 3, pp. 341-342

Morris, J. S. (2007). Slanted Objectivity? Perceived Media Bias, Cable News Exposure, and Political Attitudes. *Social Science Quarterly* , 707-728.

7. (Oct. 26) The Political Culture Setting

Seymour Martin Lipset, *Continental Divide*.

Arend Lijphart, "Language, Religion, Class and Party Choice: Belgium, Canada, Switzerland and South Africa Compared" in Richard Rose, ed., *Electoral Participation*.

W. Christian and C. Campbell, *Political Parties and Ideologies in Canada* or Gad Horowitz, *Canadian Labour in Politics*, introductory chapters or Gad Horowitz, "Notes on 'Conservatism, Liberalism and Socialism in Canada': An Interpretation", *CJPS*, 11, 2, 1978

L. Epstein, "The Comparative Study of Canadian Parties" in *APSR* (March 1964).

Bob Edwards and Michael Foley, eds, "Social Capital, Civil Society, and Contemporary Democracy," *American Behavioral Scientist* (March/April, 1997). *American Behavioral Scientist*, Special Issue devoted to Social Capital (March/April, 1997)

James Davison Hunter, *Culture Wars* (New York: Basic Books, 1991) or his *Death of Character: Moral Education in an Age without Good or Evil* (New York: Basic Books, 2000)

Thomas Sowell, *Black Rednecks and White Liberals* (2004)

David T. Z. Mindich, *Tuned out: Why Americans under 40* (New York: Oxford University Press, 2004)

8. (Nov. 2) Arts

Gary Woodward, *Perspectives on American Political Media* (Toronto: Allyn and Bacon, 1997), chapter 7 on "Art, Popular Entertainment and Politics," pp. 213-37 and the chapters relevant to Hollywood and culture.

Stephen Powers, David Rothman, and Stanley Rothman, *Hollywood's America* (Boulder: Westview Press, 1996).

Roger Kimball, *The Rape of the Masters* (San Francisco: Encounter, 2004).

Roger Kimball, *Art's Prospect: The Challenge of Tradition in an Age of Celebrity* (2003)

Theodore Dalrymple, "An imaginary 'scandal'," *The New Criterion* (20050505)

Murray Edelman, *From Art to Politics: How Artistic Creations Shape Political Conceptions* (Chicago: University of Chicago Press, 1995)

9. (Nov. 9) Israel Apartheid Week—Its Retorts (Week of Nov. 16)

Alan Dershowitz, *The Case for Israel*

Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006).

Walid Shoebat, *Why We Want to Kill You: The Jihadist Mindset and How to Defeat It*

Bat Ye'or, *Islam and Dhimmitude: Where Civilizations Collide* (Fairleigh Dickinson University Press, 2001)

Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)

Bernard Lewis, *What Went Wrong?: The Clash Between Islam and Modernity in the Middle East* (New York: Oxford, 2002).

Fouad Ajami, *Dream Castles of the Arabs* (New York: Random House, 1999).

Oriana Fallaci, *The Rage and the Pride* (New York, 2002).

K. Makiya, *Cruelty and Silence*

Edward Said, *Covering Islam* (New York: Pantheon, 1991)

Irshad Manji, *The Trouble with Islam: A Muslim's Call for Reform in Her Faith* (2005)

Duncan Currie, "The Libel Tourist Strikes Again" *Weekly Standard* (Aug 20, 2007)

<http://www.weeklystandard.com/Content/Public/Articles/000/000/013/987ankei.asp?pg=1>

David Harris on tribulations faced by secular Muslims in Canada at

<http://www.investigativeproject.org/article/789>

10. (Nov. 16) Entertainers and Journalists

James Hirtsen, *Hollywood Nation* (2004)

Michael Medved, *Hollywood vs. America* (1993)

Robert Lerner, Althea K. Nagai, and Stanley Rothman, *American Elites* (Yale, 1996). Stanley Rothman and R. Lichter, "Personal Ideology and Worldview A Comparison of Media and Business Elites", *Br. J. of Pol. Sci.* 9(Jan., 1985), 29-49. Stanley Rothman and R. Lichter, "Media and Business Elites: Two Classes in Conflict," *Public Interest* (1982), 117-25. Stanley Rothman and Amy E. Black, "Media and Business Elites: Still in Conflict?" *The Public Interest* (Spring 2001), pp 72-86

Barry Cooper, *Sins of Omission* (University of Toronto, 1994).

Conrad Winn, "CBC Television News Has a Bias Problem," *Policy Options* (July-August, 2002).

Tucker Carlson, "Mumia Dearest," *Weekly Standard* (Sept. 18, 1995), pp. 58ff.

Pajamas Media, "How the New Republic Got Suckered," August 20, 2007.

http://www.pajamasmedia.com/2007/08/how_the_new_republic_got_sucke.php

11. (Nov. 23) Hollywood, Politics, and News

Ronald and Allis Radosh, *Red Star over Hollywood* (San Francisco: Encounter, 2003).

S. Robert Lichter, Linda Lichter, and Stanley Rothman, *Prime Time* (Washington: Regnery Publishing, 1995)

Kathryn C. Montgomery, *Target: Prime Time* (Oxford University Press, 1989) PN1992.8.M54M66

Myrna Blyth, *Spin Sisters* (New York: Martin's, 2004).

Morton Keller, "In Media Disgrace: American Media and the Collapse of Standards," *Hoover Digest* (Summer, 2004). www.hooverdigest.org/043/toc043.html

Michael Moore, *Stupid White Men...And Other Sorry Excuses for the State of the Nation!* (Regan Books, 2004) and David T. Hardy and Jason Clarke, *Michael Moore Is A Big Fat Stupid White Man* (ReganBooks, 2004)

Brent Bozell, "The Obscene Reality at MTV," www.townhall.com (April 5, 2005)

Brent Bozell, "A Porn-Pop Summer," August 21, 2009, available at http://townhall.com/columnists/BrentBozell/2009/08/21/a_porn-pop_summer?page=2. Note his proposal for media liability on the model of tobacco liability.

Susan Ohmer, *George Gallup in Hollywood* (New York: Columbia University Press. 2006)

Brian C. Anderson, *South Park Conservatives* (Regnery, 2005).

Coe, Kevin *et al.*, "Hostile News: Partisan Use and Perceptions of Cable News Programming," *Journal of Communication*, Jun2008, Vol. 58 Issue 2, p201-219.

12. (Nov. 30) Commentary on Mass and Elite Cultures

Roger Kimball, *The Long March: How the Cultural Revolution of the 1960's Changed American* (2001)

Roger Kimball, *Experiments Against Reality: The Fate of Culture in the Postmodern Age* (2002)

The *New Criterion* issue (2004) on religion, manners, and morals in the U.S. and Great Britain

Arnold Beichman, *Herman Wouk: The Novelist as Social Historian* (2004)

David Shiflett, *Exodus: Why Americans Are Fleeing Liberal Churches for Conservative Christianity* (New York: Penguin, 2005).

John Fiske, *Understanding Popular Culture* (Boston: Unwin Hyman, 1989).

Michael Kammen, *American Culture American Tastes* (New York: Basic Books, 1999)

Juan Williams, *Enough: The Phony Leaders, Dead-End Movements, and Culture of Failure That are Undermining Black America* (2006).

Morris Fiorina, *Culture Wars and the Myth of a Polarized America* (Pearson, 2006)

Edward Lazear, *Culture Wars in American* (Hoover, 1996)

Theodore Dalrymple, *Our Culture, What's Left of It* (2004)

Nina Kruscheva, *Imagining Nabokov: Russia Between Art and Politics* (Yale University Press 2008),

Michael Medved, *The Ten Big Lies about America* (New York: Random House, 2008).

Mark N. Franklin, *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies Since 1945* (Cambridge: Cambridge University Press, 2004).

Thomas Sowell, *Economic Facts and Fallacies* (New York: Basic Books, 2008).

13. (Dec. 7) Language, Imagination, Humour

Doris A. Graber, "Political Languages" in Nimmo and Sanders, eds., *Handbook of Political Communication*, 195-224.

Max Atkinson, *Our Masters' Voices: the Language and Body Language of Politics*

George Orwell's essay on Politics and the English Language

Bruno Bettelheim, *The Uses of Enchantment: the Meaning and Importance of Fairy Tales* (New York: Knopf, 1975)

Chris Powell and George Paton, eds., *Humour in Society* (St. Martin's, 1988)

Lefcourt, Herbert M., *Humour: The Psychology of Living Buoyantly*. Kluwer Academic/Plenum Publishers, New York, NY, 2001

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 16, 2009 for December examinations** and **March 12, 2010 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.

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, 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.

