Carleton University   **Winter 2020**
Department of Political Science
https://carleton.ca/polisci/

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

Basic Information

Instructor:	Professor Conrad Winn
Office:	B676 Loeb extension 1195

Normal communication: Please note…
- ❑ Email headings—kindly use a subject heading such as "PSCI3108 Advice about Paper" or "PSCI 3108 Seeking a phone/FaceTime/Skype meeting" or "PSCI 3108 Seeking advice on paper about XYZ;"
- ❑ University email—kindly observe CU rules and use your CU account;
- ❑ Professor's coordinates—conrad.winn@carleton.ca and 416 460-5844;
- ❑ Time sensitive phone calls—please use texting to schedule.

Meetings: Please note…
- ❑ Arrangements—phone/FaceTime/Skype and F2F meetings must be prescheduled by email, by texting if more time sensitive;
- ❑ Phone meetings—phone/FaceTime/Skype conversations on almost any weekday;
- ❑ F2F meetings--normally pre-scheduled for Thursday mornings and late afternoons or Fridays after class, two weeks in advance in peak periods.

Aims and rationales:

    This political science course is about the culture of the masses or popular culture. The subject is fascinating because what people do and believe is rarely a bore. Yet it is a conundrum. That is because of a conflict between the formal meaning of popular culture and how it is so often treated in reality.

    The definition of popular culture involves ordinary people in the new era of mass democracy. Roughly a century ago, the social sciences began to use the idea of mass culture as a tool for understanding the habits of most people in a society. What was new at the beginning of the 20th century is now obligatory at the beginning of the 21st. The definitional idea of popular culture now encompasses the literary, artistic, entertainment, family, and recreational habits of the general public, i.e. of everyone.

    Yet, we have had difficulty escaping the old idea of culture as art and entertainment for the rich. In principle, the idea of popular culture means the daily proclivities of everyone. In practice, it has come to mean the artistic proclivities of people with artistic sensibilities, primarily middle to upper status people.

To make matters more complex, popular culture is becoming segmented, even fragmented. Drivers of cultural segmentation include

❑ technology—the ever more independent-mindedness made possible by the 500 channel universe;

❑ film and tv—decentralization of U.S. production along with the rise of video production and movie production for television;

❑ worldwide production--the emergence of film players in India, China, Nigeria, Japan, and elsewhere along with the persistence of the industry in the U.K., France, and Italy;

❑ cultural change—the near collapse of Christianity and communism, hints of weaker support for democracy, and the geographic spread of Islam and Islamism;

❑ cultural division—random conflicts between misogyny and misandry and between both and harmony;

❑ the weakening of the west—notably Christianity and communism as well as perhaps democratic values and even democratic socialism (e.g. voter re-alignments).

Cultural segmentation and fragmentation is in turn aided by other transformations:

❑ demographic transformation—driven across the advanced countries by low birth rates and in Europe by migration from the Arab and African worlds as well;

❑ political transformation—the rise of populism, the emergence of intense political polarization, and voter re-alignments;

❑ global transformations—the rise of totalitarian China, the emergence of the Anglosphere, the expansion of Islamism along with the decline of Russia, Western Europe, and the Francosphere;

❑ news transformation—the decline and death of newspapers and magazines along with the emergence of excellent think tanks, research institutions, informed advocacy groups, front groups for dictatorships, and Internet-based new media; and

❑ the rising importance of data and quantification—which explains this course's emphasis on gentle empirical analysis (non-technical, quantitative analysis), which is of rapidly growing importance in government, business, and the job market.

Understanding the relationship between popular culture and government/politics requires understanding two paradoxical barriers to effectiveness:

❑ the unknown—what people don't know may cause radical changes in popular culture or politics, especially including what people have no clue that they don't know, and

❑ the unknowing—understanding what government or business leaders don't know and why it matters.

Special Mission in 2020:
- ❑ PSCI3108-related thoughts and recommendations from students in 2020 will receive an especially warm welcome. That's partly because of the absence of a consensus on the meaning of the politics of popular culture and even just popular culture;
- ❑ In 2020, one of the assignments will be recommendations for readings and/or themes for the course.

Proposals/assignments:
- ❑ Arrangements—phone/FaceTime/Skype and F2F meetings must be prescheduled by email;
- ❑ Time-sensitivity—phone conversations may be pre-scheduled;
- ❑ Call days—almost any weekday;
- ❑ Cell number—416 460-5844, text before calling;
- ❑ F2F meetings-- normally pre-scheduled for Thursday mornings and late afternoons or Fridays after class, two weeks in advance in peak periods.
- ❑ Professor's advice—never affects grades. Please schedule meetings early to mitigate the risk of his calendar having been filled;
- ❑ Advice from the Library Reference Department re media access—also does not affect grade. Aleksandra Blake is the lady to contact.

Deadlines: Please note…
- ❑ Proposal, test, and paper deadlines must be satisfied;
- ❑ Except in special circumstances, deadline extensions will not be offered and late papers will not be accepted without medical documentation.

Course Purposes

The course is intended to help students learn skills, including the seven outlined in the table below.

Learning	Detail	Value to Students
1. Impacts of changes in popular culture on politics and society	Changes in arts, entertainment, and mass political and economic culture can affect politics and business.	Understanding these effects could improve your success in many government and business jobs.
2. Impacts of changes in government policy on popular culture	The reverse of the preceding.	Understanding these effects could contribute to success in some business as well as political jobs.
3. Understanding the mutual effects of popular culture and politics/government	Similar to above	This could contribute to your perceived intelligence and ultimate success in many aspects of life and employment.
4. Policy paradox	Understanding the paradoxical mutual effects of popular culture and government.	This could enhance your skills in PR, marketing, elections, and as party advisors or policy consultants.
5. Getting information.	How to access different sources of data and information to better understand the mutual effects of popular culture and politics.	Mastering information sources may enhance job seeking, graduate study, professional success, and role as an informed citizen.

Learning	Detail	Value to Students
6. Unknown	Guessing what you and others don't think about and don't know	Essential because what is unknown is so often the biggest driver of what happens.
7. Unknowing	Estimating what key others don't think about and hence why they are mistaken	Essential for protecting yourself from bad predictions, unfortunate jobs, and other situations.

Dates—A Summary

Activity	Content Details	Timing
Grade raiser	Worth up to 20% of the course grade, a grade raiser will be based on a possible combination of student's TA group performance, his/her performance during lectures, and potentially if the student opts to arrange with course instructor for a grade raising, extra assignment.	Optional extra-assignment: proposal on Jan. 23 (a few days extra for late registrants); submission on March 27.
Proposal	Co-authored by the 2-4 team authors, chosen by the authors themselves. Variation on one of the research assignment themes provided below.	On Jan. 23. A few days extra for late registrants' teams.
Test 1	On lectures, readings, and news.	Jan 30
Test 2	Same, focusing mainly on period since last test.	Feb 27
Paper	Emphasis on primary research based on one of the themes outlined in the syllabus, below.	On March 13 upload on cuLearn
Test 3	The entire period from the beginning of the course.	March 19

Grades, Deadlines, and Dates—in More Detail

All submissions must be uploaded to cuLearn on the day indicated in the table below,

Activity	Content Details	Timing	Rationale	Grade
Lectures--attendance	A random sample of lectures will have sign-ins. Passing the course requires attending >50% classes with sign-ins.	Random sample of lectures	Lectures are essential tor mastering the course material	P/F
Grade raiser	Worth up to 20% of the course grade, a single student's grade raiser may be based on performance in (a) in an optional grade raising assignment or (b) as contributions to class discussion.	Optional assignment proposal uploaded on Jan.23, submission uploaded March 26.	Optional assignment is discretionary for the student. May be done by one student or jointly by 2-4.	Only if a positive impact, up to 20% of the course grade
Writing	Assignments and communications must	N.A.	University standard	P/F

Activity	Content Details	Timing	Rationale	Grade
	meet university standards. Paragraphs of a page or more will be deducted marks.		writing is essential for degree and job market.	
Teams	Proposals/assignments will be undertaken by self-selected teams of 2-4 students.	Two	Quality can improve; team experience vital.	Better than otherwise
Test content	Multiple choice.	Several	More objective and quicker turnaround.	N.A.
Proposal for paper # 2	Co-authored by the 2-4 team authors, chosen by the authors themselves. Variation on one of the research assignment themes provided below.	On Jan. 23. A few days extra for late registrants	Team research helps ensure success in the final paper.	5%
Test 1	On lectures, readings, and news.	Jan 30-- <an hour in class	Source of good signaling and measurement.	10%
Paper # 1	Co-authored by the 2-4 team authors, chosen by the authors themselves. Recommendation for new course content with a special emphasis on specific new readings and/or new ideas.	Upload to cuLearn on Feb. 13	Student input on the politics of popular culture would be valuable.	15%
Test 2	Same, focusing mainly in period since last test.	Feb 27 <an hour in class	Source of good signaling and measurement.	10%
Paper # 2	Emphasis on primary research based on one of the themes outlined under "Proposal Topics and Term Papers."	March 12 upload on cuLearn	Teaches empirical skills, where to find data.	35%
Test 3	The entire period from the beginning of the course	March 19 <an hour in class	Source of good signaling and measurement.	25%
Deadlines	Except in special circumstances, medical documentation is needed to extend a submission deadline or for finding a solution to a missed test.	Several	Fairness to other students.	N.A.

Evaluation Details

Team Papers

Each member of a team will submit a very brief summary of her/his assessment of the contributions of each member to the team submission.

Submission

All papers must be uploaded on cuLearn on the specified date. One copy of the paper may be submitted for a team. Each team member's brief assessment of the contributions of each member of the team should be submitted individually, i.e. by the author of that assessment.

Paper # 1.

The MSWord typed paper shall normally consist of no more than 15 pages, including footnotes (not endnotes, and not citations in parentheses), plus bibliography. No proposal to the instructor is required but teams may elicit if they wish the initial response of the course instructor to their idea.

Paper # 1 may recommend a set of readings for the course on any of the following cultural or cultural change themes including any political drivers or consequences of changes within each theme:

- ❑ Contraception,
- ❑ Abortion,
- ❑ Post-secondary and university sub-culture,
- ❑ Marriage and its decline,
- ❑ Decline of family,
- ❑ Decline of birthrates,
- ❑ Decline of western religions and/or the decline of sectarianism in western religions,
- ❑ Feminism and/or the incremental rise of women's rights,
- ❑ Changes in the attitudes towards, homosexuals, and minority ethnic groups,
- ❑ Downs and ups in anti-Jewish prejudice,
- ❑ Manifest and latent expressions of racial and anti-French prejudice,
- ❑ The rise of secularism,
- ❑ The growth in media disregard for several traditions including western religion and western religious authorities,
- ❑ Changes in respect for cultural, religious, and patriotic holidays/celebrations,
- ❑ Changes in the treatment of sexual liberalism,
- ❑ Evolution in the ideological and cultural preferences of the mass media,
- ❑ Flags and other manifestations of patriotism,
- ❑ Ethnic societies and practices as manifestations of ethnic identity,
- ❑ The 20th and 21st century evolution of changes in the ethnic and national character of (a) restaurants, meals, and preferences, (b) dresses, perfume, suits, ties, and other clothing, (c) make-up, beards/shaving, hair styles, and so forth, (d) car and motor cycle preferences, (e) national allies, (f) political leaders, etc.
- ❑ The 20th and 21st century evolution of changes in the ethnic and national character and/or preferences for (a) films, (b) sexual conduct and other matters,
- ❑ Changes in the treatment of (a) disabilities, (b) Quebecers and/or other minorities, (c) political ideas prevalent abroad (e.g. communism), (d) religious systems prevalent abroad (e.g. Islam) or historically persecuted in the west (e.g. Judaism), and/or persecuted minorities (e.g. LGBT people).

Paper # 2: Proposal Topics and Term Papers

Paper # 1 focuses on the student team's recommendations of themes and readings for adoption by the course. Going in a different direction, paper # 2 focus on discovering new findings about the effects of politics on popular culture and/or the effects of popular culture on politics. Contributing more to students' grades in the course, paper # 2 can be a MSWord paper of no more than 40 pages, including footnotes (not endnotes, and not citations in parentheses), plus bibliography.

Paper # 2 may explore any of the themes, above, presented for paper # 1 plus the following topics plus any other theme accepted in writing by the course instructor:

- ❑ Film—blockbuster movies of each decade and what they may reveal about either public values and/or the film industry (mainly primary research),
- ❑ Films—their apparent effects on popular culture,
- ❑ Music and lyrics—apparent effects on popular culture,
- ❑ CRTC order-in-council appointments—what they reveal about the comparative influence of partisanship, ideology, or sectors/industries from one government to another,
- ❑ CRTC's treatment of any of several 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;
- ❑ Media reporting on the immense democides of the communist world and what people know;
- ❑ Media reporting on the sizeable violence and cruelty in Islamist dictatorships and what people know;
- ❑ University culture—what a quantitative study of (a) honourary degrees, (b) guest speakers, (c) assigned readings, (d) invited speakers, (e) faculty, (f) appointments of retired politicians, (g) subsidized research, (h) petitions and political advertisements, and other aspects of life in higher education reveals about university values and ideology;
- ❑ Media and/or university culture—what a quantitative study reveals about (a) the kinds of people who experience prejudicial treatment and are highlighted as opposed who are not, (b) the evolution in how Quebecers or French Canadians are and have been treated, and (c) the evolution in how Italians, Jews, Aboriginals, Afro-Canadians, Asian Canadians, Catholics, Protestants, and other minorities have been treated;
- ❑ Media and/or university culture—what a quantitative study of its professors or their course content reveals about the balance of left and right and also the kinds of left or right issues they emphasize;
- ❑ Media and/or university culture—how and why they affect popular culture.

Source Material and Other Topics

Competing Causal Models of the Course Title

The title of this course, "The Politics of Popular Culture," is a paradox. The title implies that popular culture controls or drives politics. Yet, politics might control or drive politics. A more accurate course title might have been "The Politics of Popular Culture and the Popular Culture of Politics" or "Politics and Popular Culture: their Mutual Effects."

Texts—Available in Carleton Bookstore

None.

Other Source Material

Mass media matter not just because they impact politics and political outcomes but also because they can and do affect popular culture. Mass media are often biased but the direction of their biases can and do change. Students will benefit from access to

- ❑ traditional broadcasters such as CBC, CTV, CNN, MSNBC, BBC—operated recently by leftwing males often with modest knowledge of international events, business matters, women's issues, and minority concerns as well as a low propensity to anticipate rightwing victories (e.g. Trump, Boris Johnson);

- ❑ non-traditional, anti-elite, and sometimes populist rightwing broadcasters such as Fox News, Australian Sky News, and sundry niche broadcasters in the U.S. and U.K. who are sometimes somewhat better forecasters (e.g. Boris Johnson's earth-shattering, re-alignment victory in the U.K. election of December, 2019);

- ❑ traditional print media such as *The Toronto Star, Globe and Mail*, *National Post, Ottawa Citizen*, *N.Y. Times, Washington Post, Guardian, Daily Telegraph.* They tend to have the same pre-conceptions as their broadcast cousins, especially in the U.S., where there are no consequential newspapers that are rightwing, only a few journals/magazines (e.g. *National Review*).

Ironically, students may benefit from media operated by dictatorships, even dictatorships that operate pseudo-elections. The RT Television Network is a tool of Putin's quasi-dictatorship. Al Jazeera is a tool of the dictatorship of Qatar, which apparently subsidizes the Muslim Brotherhood. This small country created the television network to compete for international power with its big neighbor, Saudi Arabia. Unlike its owner, Al Jazeera pretends to be modern, for example not misogynist. This is to maintain its North American audience. Al Jazeera and other dictatorship-serving sources are useful for understanding the propaganda goals of their owners.

The biggest media change in the past generation has been the explosion of informed, special purpose think tanks, research institutions, and other thoughtful groups. Unfortunately, there do not seem to be significant media or academic journals specializing in the politics of popular culture.

The following is a very long, partial list of supplementary sources of information. The list is presented so that you can have a sense of how very many groups, seemingly leftwing or rightwing, compete with the conventional media and often outperform them:

salon.com, gatestoneinstitute.org, sultanknish, honestreporting.com/ca, pjmedia.com, littlegreenfootballs.com, mediaresearch.org, instapundit.com, aibrt.org, https://www.politico.com, www.meforum.org, dailykos.com, townhall.com danielpipes.org, memri.org, C.D.Howe, Fraser, Macdonald Laurier, www.japantimes.co.jp, thetower.org, www.gatestoneinstitute.org, https://www.youtube.com/watch?v=8pDyHglj8Vc Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families', www.jihadwatch.org, www.investigativeproject.org , https://herald.report/al-jazeera-should-be-shut-down-in-the-us-for-engaging-in-espionage/, www.wnd.com, https://pressprogress.ca/statistics-canada-finds-new-evidence-multinational-corporations-are-dodging-canadian-taxes/, https://youtu.be/mo3LpGOFIAY (Peter Schweizer on exposing Obama-era corruption in new book), https://youtu.be/6ZCrkyFeFGY (Steyn on Democrats knowing what Bill Clinton was doing), https://www.burlingtonfreepress.com/story/news/local/2019/04/17/campus-free-speech-middlebury-college-charles-murray-european-parliament-ryszard-legutko/3494450002/, https://tammybruce.com/2019/07/ayaan-hirsi-ali-on-ilhan-omar-and-the-roots-of-somali-anti-semitism.html, https://www.theblaze.com/news/tulsi-gabbard-campaign-sues-

google-for-blocking-her-ads-after-first-democratic-
debate?utm_source=Sailthru&utm_medium=email&utm_campaign=Daily-Newsletter__PM-
Final%202019-07-25&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days,
www.newsmax.com, https://israelunwired.com/jewish-conservative-female-journalist-banned-
from-facebook-instagram-and-twitter/, https://pjmedia.com/trending/amazon-purges-reviews-of-
bestselling-anti-obama-
book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a
1c635f3bfdb5b30e5ef75089eea428f&recip=28551259,
https://www.americanthinker.com/articles/2019/07/big_tech_and_the_deep_history_of_free_spee
ch.html.

Each Week

Each week will tend to have a similar format—a review of assigned reading, brief news discussion, an assessment of media and information sources, a discussion of paradoxes in popular culture and politics, a review of a policy issue cameo, and other possibilities.

Tests and Pencils

For evaluation purposes only. They will not be returned to the student. Students must bring pencils for tests.

Other Evaluation Requirements and Exemptions.

In the event of significant family circumstances such as bereavement, the instructor may at his discretion extend a term paper submission deadline or exempt a mid-term test, in which case the putative test result would be calculated as the average of the scores on the other two tests—all of this subject to university regulations.

Weekly Topics and Readings

The following are topics and traditional academic readings for each week. Students may receive weekly or near weekly lists of non-traditional readings.

1. Jan. 9: Introduction and the Informational Context.
- o   What students can do or think about to prepare.
- o   Syllabus and overview of proposals, term papers, teams, tests, readings, deadlines, grade raisers, reaching Professor Winn
- o   Barriers to understanding the subject: emotional, cognitive, evidentiary, the academic prism.
- o   The key concept of the *Black Swan.*
- o   Popular culture as professional entertainment, mass culture
- o   The politics of entertainment and its industry, The U.S. entertainment industry.
- o   Niche and elite cultures. Culture as sourced in religion.
- o   Two cross-cutting religio-cultural axes: Traditional Christianities vs secular revolt; Islam and Islamism vs. the non-Islamic world.
- o   Key research concepts: fact, taxonomy, theory/explanation, objectivity and historicism, sociology of knowledge. Key research tools (causal modelling, content analysis, and surveys) and overview of weekly readings. Participation and research expectations.
- o   Time permitting, a round-table discussion of possible topics for independent research

2. Jan. 16: (a) Library Skills re Term Papers and (b) Academic and Media Prisms
- o Library staff presentation on primary research techniques including government financial information, access to information, and other channels.
- o https://www.investors.com/politics/editorials/media-bias-left-study
- o https://townhall.com/columnists/dennisprager/2009/08/18/now-yale-embarrasses-the-idea-of-the-western-university-n975036
- o https://youtu.be/_AFt7iIP3Bg Piers Morgan on Hollywood's hatred of Trump 20191215
- o Also Gutfeld at https://youtu.be/wtLJfVzsIfM, Shillue at https://youtu.be/TGHebC_kdmM, Candace Owens at https://youtu.be/In-GkyQqvKc, Laura Ingraham at https://youtu.be/yCUcesNn890

3. Jan. 23: Academic Prism Continued; Recapitulation of Course Paradigm and Research Expectations; the Importance of Primary Research Techniques in the Internet Era
- o David Stove, Against the Idols of the Age (2001)
- o Roger Kimball, Tenured Radicals: How Politics Has Corrupted our Higher Education (1998)
- o Roger Kimball, The Lives of the Mind: The Use and Abuse of Intelligence from Hegel to Wodehouse (2003)
- o Leszek Kolakowski, Main Currents of Marxism: The Founders, The Golden Age, The Breakdown (W. W. Norton, 2001).
- o Daniel Pipes, The Rot in Our [Canadian] Universities,‖ National Post, January 30, 2003
- o ―Faculty Follies, The New Criterion (June, 2005)
- o 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.
- o E. Karsh, Columbia and the Academic Intifada,‖ Commentary (July-August, 2005)
- o David Horowitz, The Professors: the 101 Most Dangerous Academics in America (Regnery, 2006)
- o Margaret Somerville, Facing up to the Dangers of the Intolerant University,‖ Academic Matters (May, 2009) at https://academicmatters.ca/assets/Academic_May09_web.pdf
- o Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A VoterRegistration Study," Critical Review: An Interdisciplinary Journal of Politics and Society 17, 2005
- o 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
- o Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," Academic Questions 18(1), Winter: 53-65
- o Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," The Forum 3(1)
- o 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).
- o http://www.discoverthenetworks.org/guideDesc.asp?is_ campus_support=1 http://www.discoverthenetworks.org/ShadowParty.asp

- o Jamie Glazov, United in Hate: The Left's Romance with Tyranny and Terror (L.A.: WorldNetDaily, 2009)
- o Tom Wolfe on radical chic at http://nymag.com/news/features/46170/ and http://www.tomwolfe.com/RadicalChic.html 5. (Oct. 12)

4. Jan. 30: Media Prism

- o 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):
- o Robert L. Savage, The Diffusion of Information Approach, chap. 3
- o Maxwell E. McCombs, The Agenda-setting Approach, chap. 4
- o Richard Hofstetter, Content analysis, chap 19.
- o 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)
- o McGuire's chapter in G. Comstock, Public Communication and Behavior, vol. 1
- o Conrad Winn, CBC Television News Has a Bias Problem, Policy Options (July-August, 2002).
- o 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)
- o Webster, J. G. (2005). Beneath the Veneer of Fragmentation: Television Audience Polarization in a Multichannel World. Journal of Communication , 366-382
- o 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
- o Morris, J. S. (2007). Slanted Objectivity? Perceived Media Bias, Cable News Exposure, and Political Attitudes. Social Science Quarterly, 707-728.
- o UK Wrecked Revenge on Establishment at https://youtu.be/t-waxdNdRHQ at 20191215
- o Matt Guardino, *Framing Inequality: News Media…* (Toronto: OUP, 2019)

5. Feb. 6: The Political Culture Setting

- o Seymour Martin Lipset, Continental Divide.
- o Arend Lijphart, "Language, Religion, Class and Party Choice: Belgium, Canada, Switzerland and South Africa Compared" in Richard Rose, ed., Electoral Participation.
- o 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
- o L. Epstein, "The Comparative Study of Canadian Parties" in APSR (March 1964).
- o Bob Edwards and Michael Foley, eds, Social Capital, Civil Society, and Contemporary Democracy, American Behavioral Scientist (March/April, 1997).
- o American Behavioral Scientist, Special Issue devoted to Social Capital (March/April, 1997)
- o 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)
- o Thomas Sowell, Black Rednecks and White Liberals (2004)
- o David T. Z. Mindich, Tuned out: Why Americans under 40 (New York: Oxford University Press, 2004)

- o Australian Skye News on UK Labour in the wilderness for 40 years at https://youtu.be/BIUSyoLYnlM 20191216
- o Australian Liberal National Senator on UK Labour losing its heartland working class vote in exchange for fewer university votes at https://youtu.be/Vwn11ZcU4Tw at 20191215
- o Victoria Kannen and Neil Shyminsky, eds., *The Spaces and Places of Canadian Popular Culture* (Toronto: Canadian Scholars, 2019)
- o Robert Y. Shapiro and Lawrence R. Jacobs, eds., *The Oxford Handbook of American Public Opinion and the Media* ((New York City: OUP, 2011)

6. Feb. 13: Arts
- o http://www.wsj.com/articles/SB10001424052748704881304576094221050061598 interview with Walter Williams on the State Against Blacks
- o 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.
- o Stephen Powers, David Rothman, and Stanley Rothman, Hollywood's America (Boulder: Westview Press, 1996).
- o Roger Kimball, The Rape of the Masters (San Francisco: Encounter, 2004).
- o Roger Kimball, Art's Prospect: The Challenge of Tradition in an Age of Celebrity (2003)
- o Theodore Dalrymple, An imaginary scandal', The New Criterion (20050505)
- o Murray Edelman, From Art to Politics: How Artistic Creations Shape Political Conceptions (Chicago: University of Chicago Press, 1995)

7. Feb. 27: Israel Apartheid Week
- o Alan Dershowitz, The Case for Israel
- o Nonie Darwish, Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror (Toronto: Penguin, 2006).
- o Walid Shoebat, Why We Want to Kill You: The Jihadist Mindset and How to Defeat It
- o Bat Ye'or, Islam and Dhimmitude: Where Civilizations Collide (Fairleigh Dickinson University Press, 2001)
- o Samuel Katz, Battleground: Fact and Fantasy in Palestine (various editions and dates)
- o Bernard Lewis, What Went Wrong?: The Clash Between Islam and Modernity in the Middle East (New York: Oxford, 2002).
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- o Irshad Manji, The Trouble with Islam: A Muslim's Call for Reform in Her Faith (2005)
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- o Barry Cooper, Sins of Omission (University of Toronto, 1994).
- o Conrad Winn, CBC Television News Has a Bias Problem, Policy Options (July-August, 2002).
- o Tucker Carlson, Mumia Dearest, Weekly Standard (Sept. 18, 1995), pp. 58ff.
- o Pajamas Media, How the New Republic Got Suckered, August 20, 2007. http://www.pajamasmedia.com/2007/08/how_the_new_republic_got_sucke.php

9. Mar. 12: Hollywood, Politics, and News

- o Ronald and Allis Radosh, Red Star over Hollywood (San Francisco: Encounter, 2003).
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- o Brent Bozell, The Obscene Reality at MTV,‖ www.townhall.com (April 5, 2005)
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10. Mar. 19: Commentary on Mass and Elite Cultures

- o Roger Kimball, The Long March: How the Cultural Revolution of the 1960's Changed American (2001)
- o Roger Kimball, Experiments Against Reality: The Fate of Culture in the Postmodern Age (2002)
- o The New Criterion issue (2004) on religion, manners, and morals in the U.S. and Great Britain
- o Arnold Beichman, Herman Wouk: The Novelist as Social Historian (2004)
- o David Shiflett, Exodus: Why Americans Are Fleeing Liberal Churches for Conservative Christianity (New York: Penguin, 2005).
- o John Fiske, Understanding Popular Culture (Boston: Unwin Hyman, 1989).
- o Michael Kammen, American Culture American Tastes (New York: Basic Books, 1999)

- o   Juan Williams, Enough:The Phony Leaders, Dead-End Movements, and Culture of Failure That are Undermining Black America (2006).
- o   Morris Fiorina, Culture Wars and the Myth of a Polarized America (Pearson, 2006)
- o   Edward Lazear, Culture Wars in American (Hoover, 1996)
- o   Theodore Dalyrimple, Our Culture, What's Left of It (2004)
- o   Nina Kruscheva, Imagining Nabokov: Russia Between Art and Politics (Yale University Press 2008),
- o   Michael Medved, The Ten Big Lies about America (New York: Random House, 2008).
- o   Mark N. Franklin, Voter Turnout and the Dynamics of Electoral Competition in Established Democracies Since 1945 (Cambridge: Cambridge University Press, 2004).
- o   Thomas Sowell, Economic Facts and Fallacies (New York: Basic Books, 2008).

12. Mar. 26: Language, Imagination, Humour

- o   Doris A. Graber, Political Languages‖ in Nimmo and Sanders, eds., Handbook of Political Communication, 195-224.
- o   Max Atkinson, Our Masters' Voices: the Language and Body Language of Politics
- o   George Orwell's essay on Politics and the English Language
- o   Bruno Bettelheim, The Uses of Enchantment: the Meaning and Importance of Fairy Tales (New York: Knopf, 1975)
- o   Chris Powell and George Paton, eds., Humour in Society (St. Martin's, 1988)
- o   Lefcourt, Herbert M., Humour: The Psychology of Living Buoyantly. Kluwer Academic/Plenum Publishers, New York, NY, 2001

13. Apr. 2: Overview, Discussion of Student Projects, and Directions of Future Research

Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform 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. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

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.

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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/ and our website https://carletonpss.com/, or stop by our office in Loeb D688!"

Official Course Outline

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