

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

Winter 2021

PSCI 3108A
Politics of Popular Culture
Thursday 8:35 a.m. - 11:35 a.m.

Online course

I Basic Information

Instructor: Professor Conrad Winn at conrad.winn@carleton.ca

Customary communication:

- Email – please use Carleton email;
- Subject headings – “PSCI2401B Topic” where topic might specify “to discuss aspect X of Project Y”;
- Attending lectures – please use your official Carleton name to attend;
- Conversations – (a) Zoom technology; (b) Scheduling in advance by email; (c) Zoom invitation sent by Professor Winn just before meeting; (d) Normally available 9 am–1 pm Mon/Tues/Fri/Sun;
- Teams for research – (a) Recommended for proposals and projects but not required; (b) All team members should be involved in all conversations and copied on all project emails to Professor Winn;
- Advice for research – librarian Aleksandra Blake for accessing media, data, or other sources; Professor Winn for design, sampling, and analysis;
- Tests – for any problems, please contact ITS through Carleton;
- Assignment submissions – all are to be uploaded to cuLearn.

Culture – diversity of meanings:

- *Meanings*. Culture once alluded to the high arts habits of important people. Today, it may allude to the habits and attitudes of everyone;
- *Words*. Culture has many precursor adjectives, sometimes synonymous with each other – for example, popular, mass, political, business, ethical, and public;
- *Themes*. Once limited to gracious artistic expression, culture can now encompass habits related to almost everything, for example, literary, artistic, entertainment, family, recreational, societal, consumer, sports, business, health, insurance, investor, vacation, sexual, reproductive, ethical, ethno-racial, religious, corporate, or political lifestyles or attitudes;

- *Changes*. Often assumed to be almost permanent, aspects of culture are now accepted as changeable, even quickly and unpredictably;
- *Sub-populations*. Once believed to be shared across a society, some aspects of culture are recognized as diverse by region, age, occupation, class, gender, sexuality, religion, ethnicity and other sub-populations;
- *Civilizations*. Often believed to be permanent and almost homogeneous, civilizations are now seen as neither;
- *Challenges to cultures and civilizations*. The semi-Christian west increasingly acknowledges internal challenges such as negative birth rates and belt-tightening plus integration of immigrant populations into European nations. Among external challenges to western countries, Islamist authoritarians are seen by some as the top adversary while others increasingly perceive totalitarian China as a more disquieting threat.
- *Flaws in analysis*. These include human tendencies to over-simplification and hence insufficient measurement and a consequent tendency to underestimate complexity and division in many societies and groups.

Widespread uncertainty about culture's characteristics, causes, and effects:

- *Identifying culture's characteristics*. Culture is vast. So too are cultural industries (e.g. film, sport, music, weddings, funerals etc. etc.). Yet scholarship is so small that scholars lack accepted lists of the features of culture itself;
- *Infinite causes of culture*. A list of causes or producers of culture could be infinite. It might include all the following and their clients/funders/owners/executives: worldwide entertainment industries, Hollywood players, non-U.S. film industries, athletes, sports organizations, entertainment technologies, big tech communication oligopolies, mainstream media, independent or new media, think tanks, research institutions, independent researchers, different types of universities, school systems, law, police, courts, health systems, welfare state programs, the economy, types of jobs, growth rates, employment rates, marriage rates, birth rates, life expectancy, gender relations, ethno-racial-religious relations, war, foreign agents, and so forth;
- *Movies as an example of the complexity of culture within a single industry*. Even within a single industry, film-making, the emergence of players has been evident in India, China, Nigeria, Japan, and elsewhere along with the persistence of the industry in the U.K., France, and Italy, not to mention Hollywood. The causes and effects of movie making are complex, made more complex by differences across countries;
- *Infinite Censors*. Censorship has enormous ramifications, especially for democracy. Yet the range of censors is enormous. Some censors are suppliers who act as implicit censors. Direct or explicit censors could be endless. They may include: China and other major dictators given their influence over the entertainment, sports and other industries exporting to markets, Hollywood censors, athletes, sports organizations, entertainment technologies, big tech-Internet censors, mainstream media censors, research institutions, research funding agencies, universities, publishing houses, school systems, law, police, courts, welfare state programs, the economy, employers, ethno-racial-religious organizations, and so forth;

- *Effects in general.* Given the absence of accepted wisdom on the features and causes of culture, it follows that there might not be an accepted wisdom about culture’s effects. Indeed, there is little accepted evidence about how cultural attitudes and cultural behaviour are related, for example whether cultural attitudes cause cultural behaviour, follow or rationalize cultural behaviour, or are joint consequences of something else;
- *Measurement and Opportunities.* Measurement is intrinsically important to scholarship because it is almost alone as essential for testing the validity of an explanation/theory/ hypothesis. Measurement skills and experience represent vital opportunities for students for enhancing their career prospects in limited and very competitive economy.

Meta-Changes across the world that are affecting popular culture:

- Civilizational—the sharp decline of Christian observance, birth rates, and apparent support for democracy across the democracies, including among non-English-speaking countries;
- Communism—sharp decline in its Stalinist heartland along with intensifying dictatorial, economic, and international power and aspirations in Beijing;
- Sunni Islam—an implicit acknowledgement of its possible weaknesses compared to the U.S., China, and predominantly Shia Iran, leading to change including new relations with Israel;
- Europe’s weakening—reflected in longterm economic abatement, negative birthrates, and difficulty integrating immigrant populations;
- Global transformations—the rise of totalitarian China and the emergence of the Anglosphere along with the abatement of Russia, Western Europe, and the Francosphere;
- Explosion in the importance of quantitative data—which explains this course’s emphasis on gentle empirical analysis (non-technical, quantitative analysis), which is of rapidly growing importance in government, business, and hence the job market;
- COVID—which accelerates the growth of government debt, under-employment, illness, intergenerational inequality and China’s global ambitions while harming confidence in democratic governance in the democracies.

Deadlines:

- Proposal, test, and paper deadlines must be satisfied;
- Late papers will require medical documentation.

II 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.

Learning	Detail	Value to Students
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, and as party advisor.
5. Getting information.	How to access different sources of data and information to better understand mutual effects of popular culture and politics.	Mastering such sources may enhance job seeking, graduate study, and various forms of success.
6. Unknown	Guessing what you and others don't think about and don't know	Essential because the unknown is 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 and situations.

III Assignments, Dates, and Grades (Submissions via cuLearn)

Activity	Content Details	Timing	Grade
Suggested course readings	Teams of 2-4 or single authors. Three new suggestions per author using matrix in section IV below with 60%+ from (a) non-academic books/periodicals/papers, (b) new, non-mainstream media, or (c) industry publications. The document uploaded on cuLearn should have a file name in the form of "Doe Jill on Readings" or "Doe Jill team on readings." That would work if your name happens to be Jill Doe.	Jan. 21	5
Proposal	Co-authored by teams of 2-4 or single authors on themes provided below. The document uploaded on cuLearn should have a file name in the form of "Doe Jane prop on X" or "Doe Jane team prop on X." That would work if your name happens to be Jane Doe and you can distil the proposal topic into 1-2 words, referenced above as X.	Jan. 28.	10
Tests	Multiple choice on syllabus, lectures, readings, and news. Missed tests not replaced.	Jan 21, Feb 4, Feb 25, Mar 11.	Average of top two: 25.
Final test	All course content to that point.	March 18	15
Paper	Emphasis on empirical research based on one of the themes outlined in the syllabus, below. The document uploaded on cuLearn should have a file name in the form of "Doe Matthew paper on X" or "Doe Matthew team paper on X." That would work if your name happens to be Matthew Doe and you can distil the paper topic into 1-2 words, referenced above as X.	March 11 upload on cuLearn	45

Activity	Content Details	Timing	Grade
Class participation	If participation earns a grade higher than what would be calculated based on all other components of the course, this grade will contribute to 10% of the overall course grade.	Calculated at end of term.	10 [Please read on the left]
Grade raiser	An optional grade raiser is worth up to 20% of the course grade if the student opts to arrange with course instructor for a grade raising, extra assignment.	Must be approved by Professor Winn by Feb. 26 th and cuLearn-uploaded on Apr. 7th.	Up to 20

IV Evaluation Details

Submission

All proposals and papers must be uploaded on cuLearn on the specified dates, one copy per team. Please see section III for guidance on file names.

Course Readings

Suggested course readings – they should be uploaded in MSWord in wide mode using the matrix below or a variation of it. The file should be no more than 1-2 pages including footnotes, not endnotes.

Excel-Type Table for Suggested Readings with URLs Provided Below

AUTHOR	TITLE	DATE	PUBLISHER OR JOURNAL	JUSTIFICATION

Research Help, Length, and Format

- For media, data, other sources, please consult librarian Aleksandra Blake. A separate library unit might be helpful for finding opinion results. For research design, sampling, media, and other matters, please consult Prof. Winn.
- Submissions should be on cuLearn.
- Suggested readings (1-2 pp) should be in Excel or MSWord.
- Proposals (doublespaced, 4 pp max plus bibliography or appendix) should be in MSWord.
- Papers should not exceed 15 pp. double spaced for single authors, longer for teams, and be in MSWord. Supplementary charts, tables, and other appendix content should not exceed 50 pp.

Proposal

Uploaded at cuLearn in MSWord on the appropriate date, the file name could be “Doe John Team Proposal Hollywood.” That works if your name happens to be John Doe, you are uploading the proposal for your team, and the team’s proposal is about research on Hollywood. Proposals should be linked to subsequent papers.

Paper

Papers should not exceed 15 pages for single authors, longer for teams. They can be supplemented by charts, tables, and other appendix content up to a total of 50 pages.

Except with approval in writing, all papers must have empirical (quantitative content) and be on one of the topics listed in the chart that follows. The final paper uploaded on cuLearn should have a file name in the form of “Doe Dani Team Paper on Popular Music.” That would work if your name happens to be Dani Doe, you are part of a team, and your team’s research is on popular music.

The following table lists a menu of options for papers. Quantitative experience from these papers may well give you a competitive advantage in the workforce, applying to graduate school, performing in graduate school, or in job seeking.

TOPIC	WHY	OPTIONS
China: Media coverage of despots, cruelty, etc.	You study could score media prescience.	Contribute to an existing cross-national student project that has content analyzed many but not all of the important media
China: Media coverage of present cruelties or Mao’s democide	Extremism of cruelties in Communist China.	Coverage of Mao’s mass murder or current, forced organ transplants from Falun Gong and mass imprisonment of Uyghurs
Racism, ethno-centricism and/or religious bigotry	Democracy is enhanced by their absence but we know little about the evolution of bigotry.	Options include (a) exploring repositories of polling data at university data sites, polling firms, sociology/psychology/ polisci journals, or content-analysing mass media across time and countries for ethnic mistreatment stories.
Democides: USSR, Nazis, China, Armenian, Cambodia, Cuba, Rwanda plus	The 20 th C. involved greatest mass murders but media reported little and people know little.	Options might be (a) content analysis of top print media at major points in time, (b) count academic works on these different democides, and/or (c) explore existing polls.
Blockbuster movies	Movies matter, reflect culture of film makers and audiences, and have impact.	Top view movies. Focus on (a) audience size and impact or (b) movie maker culture in themes chosen – crime, foreign threats, fair/unfair treatment of women/blacks/Jews/Aboriginals etc.
Lyrics in pop music	Analogous to above	You could replicate above and/or explore other themes such as changing conceptions of love.
Slavery today	Because it’s important and persists.	Options might be to (a) develop a list of slaveries from academic and/or mass literature, (b) interview experts, (c) review academic and human rights literature and/or (d) content analyze mass media to gauge what’s been covered or ignored.
Letters-to-the-editor	It may reflect what readers are thinking.	You might content analyze letters to compare concerns across nations and time.

TOPIC	WHY	OPTIONS
Cruelty in Islamist regimes	Cruelty important, perhaps especially when not covered.	You might compare of cruelty as known to experts (e.g. Iran, Iraq, Sudan) with coverage in mass media and/or academia.
Universities	Normally important in advanced economies, universities could face decline post-COVID.	Options might be to (a) compare budgets across time and universities with an emphasis on changing overhead allocations or (b) interview university leaders to discover what impact they expect COVID to have and what strategies they might adopt.
Gauge student perceptions of COVID changes	COVID is apt to affect economies and cultures.	Student perceptions of cultural changes, democracy, slavery and/or democides could be surveyed.
COVID era violence in the USA	Exceptional	Compare coverage in mainstream vs. independent or new media
Big tech censorship	It matters	Compare coverage in mainstream vs independent or new media

V Source Material and Other Topics

Competing Causal Models of the Course Title

The course title “The Politics of Popular Culture” is a paradox. The title implies that popular culture controls politics. Yet, politics might control 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 popular culture. Mass media are often biased but the direction of their biases can 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 might gain some benefit from media operated by dictatorships. 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, aibr.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-best-selling-anti-obama-book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a1c635f3b5b30e5ef75089eea428f&recip=28551259, https://www.americanthinker.com/articles/2019/07/big_tech_and_the_deep_history_of_free_speech.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. The first several weeks will also have components devoted to how to do empirical research and how defend oneself against political duplicity.

Other Evaluation Requirements and Exemptions.

In the event of significant family circumstances such as bereavement, the instructor may provide accommodation, subject to university regulations.

VI Weekly Topics and Readings

The following are topics and traditional academic readings for each week. Students may receive by email occasional references to non-traditional readings. The first weeks will place special emphasis on how to use media, find data, and collect data effectively.

1. Jan. 14: Introduction and the Informational Context.

- What students can do or think about to prepare.
- Syllabus and overview of proposals, term papers, teams, tests, readings, deadlines, grade raisers, reaching Professor Winn
- Barriers to understanding the subject: emotional, cognitive, evidentiary, the academic prism.
- The key concept of the *Black Swan*.
- Popular culture as professional entertainment, mass culture
- The politics of entertainment and its industry, The U.S. entertainment industry.
- Niche and elite cultures. Culture as sourced in religion.
- Many cross-cutting religio-cultural axes: Traditional Christianities vs secularists; Islam vs Islamism; Sunni vs Shia; Islamism vs Christians, Jews, secularists, modernizing Muslims, Buddhists, Communists, and others.
- 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.
- Time permitting, a round-table discussion of possible topics for independent research

2. Jan. 21: (a) Library Skills re Term Papers and (b) Academic and Media Prisms

- Library staff presentation on primary research techniques including government financial information, access to information, and other channels.
- <https://www.investors.com/politics/editorials/media-bias-left-study>
- <https://townhall.com/columnists/dennisprager/2009/08/18/now-yale-embarrasses-the-idea-of-the-western-university-n975036>
- [https://youtu.be/ A Ft7iIP3Bg](https://youtu.be/A Ft7iIP3Bg) Piers Morgan on Hollywood's hatred of Trump 20191215

- Also Gutfeld at <https://youtu.be/wtLJfVzslfM>, Shillue at https://youtu.be/TGHebC_kdmM, Candace Owens at <https://youtu.be/In-GkyQgvKc>, Laura Ingraham at <https://youtu.be/yCUcesNn890>
- A Medieval Philosopher's Subtle Legacy By Lenn E. Goodman Subtle Insights Concerning Knowledge and Practice. By Sa'd Ibn Mansur Ibn Kammuna al-Baghdadi. Trans. by Y. Tzvi Langermann. New Haven: Yale University Press, 2019. 208 pp. \$85. <https://www.meforum.org/middle-east-quarterly/pdfs/61463.pdf>
- Mitchell Bard, "Why Is the Palestinian Authority Donating to U.S. Universities? The Department of Education has exposed the deleterious impact of foreign funding on U.S. institutions of higher learning," *The American Spectator* <https://spectator.org/palestinian-authority-donates-u-s-universities/>
- Raymond Ibrahim, "Hidden Saudi and Qatari Funding Distorts Middle East Studies," The Gatestone Institute, November 25, 2020, originally titled "Bribed: Subverting American Universities."

3. Jan. 28: 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) at https://academicmatters.ca/assets/Academic_May09_web.pdf
- 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
- 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)

4. Feb. 4: Media Prism

- 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.
- UK Wrecked Revenge on Establishment at <https://youtu.be/t-waxdNdRHQ> at 20191215
- Matt Guardino, *Framing Inequality: News Media...* (Toronto: OUP, 2019)
- "Leaked audio catches Joe Biden admitting Republicans 'beat the hell out of' Democrats over the 'Defund the Police' slogan," *The Blaze* December 10, 2020 at [Leaked audio catches Joe Biden admitting Republicans 'beat the hell out of' Democrats over the 'Defund the Police' slogan - TheBlaze](#)
- "MEF Plays Key Role in Designation of Al Jazeera Subsidiary as Qatari Agent," News from the Middle East Forum, September 16, 2020

5. Feb. 11: 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)
- Australian Skye News on UK Labour in the wilderness for 40 years at <https://youtu.be/BIUSyoLYnlM> 20191216
- 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
- Victoria Kannen and Neil Shyminsky, eds., *The Spaces and Places of Canadian Popular Culture* (Toronto: Canadian Scholars, 2019)
- Robert Y. Shapiro and Lawrence R. Jacobs, eds., *The Oxford Handbook of American Public Opinion and the Media* ((New York City: OUP, 2011)
- Burak Bekdil. "Turkey: Land of Heimatlos," BESA Center, November 24, 2020 at <https://besacenter.org/perspectives-papers/turkey-heimatlos/> or his "4 in 10 Turks Are Strangers in their Own Country" at <https://www.meforum.org/61805/turkey-land-of-heimatlos>

6. Feb. 25: Arts

- <http://www.wsj.com/articles/SB10001424052748704881304576094221050061598> interview with Walter Williams on the State Against Blacks
- 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)

7. Mar. 4: Israel Apartheid Week

- 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).
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8. Mar. 11: Entertainers and Journalists

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9. Mar. 18: Hollywood, Politics, and News

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- 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).
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10. Mar. 25: 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).
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- 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).

12. Mar. 1: 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

13. Apr. 8: Overview, Discussion of Student Projects, and Directions of Future Research

Academic Accommodations

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

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 its 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.