

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

Winter 2026

PSCI 3108A
Politics of Popular Culture
Wednesdays, 8:30-11:30 a.m., Online

I Introduction

Instructor: Professor Conrad Winn at cljwinn@carleton.ca.

Communication/Office Hours

- Consultation by Zoom – please use Carleton email to describe topic, purpose, three (3) time options with the first at least 24 hours after your email. Normal availabilities – Tuesday and Thursday 11 am-2 pm. Other times possible. An emailed Zoom invitation from CW (Conrad Winn) will arrive just before appointment.
- Research projects – students are asked to please (a) form groups of 1, 2, 3 or 4 co-authors, (b) c.c. group members on all emails to CW (Conrad Winn) about the project, and (c) involve all group members in all optional meetings with CW about the project.
- If your group has two, three or four co-authors, you may break away from a group if your collaborator(s) fail(s) to contribute or respond to your communication.

University and Course Rules re Email and Term Papers

- Email type – Carleton University's per Carleton University rules;
- Your name – as it is known by Carleton University;
- Software – only Word and Excel, no PDF's per Carleton University rules;
- Submission – only through Brightspace. Co-authored papers should indicate the names of all co-authors and be uploaded via Brightspace by one member of the author team;
- Deadlines – per syllabus;
- Text messaging – please reserve for special occasions (Conrad Winn's phone number shared in class);
- Term papers – please note relevance of Section IV, below, and initial course lectures.

II Course Description

IIa Political Culture

Political culture is short-hand for political aspects of popular culture. Since the first half of the 20th century, popular culture has often referred to the customs of individual countries. A vast list of such

customs involves choice of words, symbols, religion, age, gender, ethnicity, greetings, music, entertainment, food, business practices, social customs, family practices, birth rates, and/or censorship. Popular culture may sometimes refer to a country's sub-populations (e.g. francophones in Canada or Tibetans, Falun Gong, Christians, and/or Muslims in China).

One barrier to understanding political culture is its size – so huge that the size of political culture often dwarfs the far smaller amount of objective research on it.

Another barrier to understanding political culture arises from the power of dictatorships. They are approximately four times more numerous than democracies in the 21st century. Dictatorships have far lower standards of living than democracies. But dictatorships can use fear, greed, bribery and/or blackmail for power over Hollywood film producers, book publishers, journalists, universities, politicians, Big Tech, telecom and other players who matter to them in the democracies. Beijing's many sources of power over the democracies include Tik Tok.

The course will talk about dictatorships' use of fear, bribery, blackmail, investment payoffs, assassination and proxies to intensify their power over the devices that influence popular culture in the democracies. These devices include

- global news reporting,
- the U.N. Human Rights Council,
- the World Health Organization,
- universities,
- international sports,
- democratic elections (e.g. Canada) and
- cabinet offices (e.g. U.K.).

Dictatorships' Power over What Democracies Know – a Few Examples

1930's

- Nazi Germany – terror and money led to power over Hollywood, journalism (e.g. BBC), universities plus.

20th C.

- USSR – similar to above re suppressing culture – from news about giant mass murder to fear-driven delay in U.K. publication of Orwell's *1984*.

21st C.

- China – espionage, policing, theft, spies, election manipulation in democracies;
- Qatar – power over our media, universities, news, publics plus.
- Iran/Turkey – some of the above plus ability to subdue reporting on bribery, assassination, bombing, indoctrination, front groups, corruption and genocide.

IIb Aims – New Ideas about Popular Culture and Why

After WW2, the social sciences sought to understand Nazism, Communism and other antagonists of democracy. A goal was to explain how so many people could find homicidal totalitarianism appealing, especially among the highly educated. From this goal emerged a desire in the 21st C. to understand how popular culture in the democracies is affected by its own flaws, e.g.

1. cultural and ethical weaknesses of major institutions – Hollywood, media, universities, publishers and Big Tech;
2. moderate support for freedom – even in the democracies;
3. rationalized discrimination in its oldest form – misogyny, i.e. against women;
4. group discrimination in its oldest form – anti-Judaism;
5. non-rationalized discrimination in its oldest form – people with disabilities;
6. mortal assault in its oldest form – genocides; plus
7. many other forms of discrimination and abuse related to race, ethnicity, religion, income and age.

III Course Purposes

Some of the intended skills and their potential value are in the table below.

Learning		Value
1.	Impacts of popular culture on society	Understanding how changes in arts/entertainment/politics/economics can affect the value of education and alternative routes to career success.
2.	Impacts of changes in policy on popular culture	Understanding how knowledge of policy may enhance career success – in government, politics, PR, lobbying, public affairs, entertainment, marketing, or a related field.
3.	Mastering information	Mastering quantitative data might open doors to success – better credentials/knowledge/jobs/income plus graduate degree.
4.	Unknown (“Black Swan”)	Guessing what people don’t think about but matters may become a door to success – how to spend government money more efficiently, how to win public support for cutting government spending, how to improve U.S. attitudes to Canada, and how to create popular ways of enhancing the consumption of Canadian-created culture.

Features of the course include:

- a. Zoom – for lectures and discussions;
- b. Multiple choice tests – first tests may place more emphasis on syllabus and term paper methods (i.e. empirical/quantitative, rarely narrowly statistical);
- c. Lectures and discussions – may give themes to think about;
- d. Disagreements – highly welcome, they may enhance your persuasiveness;
- e. Office hours and scheduling conversations – please see first page of syllabus.

IV Evaluation

Task	Date	% Total Grade	Extension Dates	Comments
A. Questions about paper/ research	Any date	zero	N/A	For your benefit, queries should be submitted as early in the term as possible.
B. Five short multiple choice tests	As indicated to the right	40%	As indicated to the right	<ul style="list-style-type: none"> ○ Test question content – mainly course subject, sometimes the news. ○ Grades – first four tests worth 28%, fifth 12%. ○ Missed – one missed test among the first four tests will receive a mean of the other three; subsequent missed tests will normally receive a grade of zero if without medical documentation. ○ Early tests will have some emphasis on syllabus/class-discussed research skills. ○ Tests across 24 hrs beginning on Feb. 4, Feb. 25, Mar. 11, Mar. 25, Apr. 8.
C. Research paper	Submitted via Brightspace on March 15.	50%	Medical or personal reasons	<ul style="list-style-type: none"> ○ Acceptable term paper topics and approaches will be discussed in January classes and described in related PPT's, perhaps in later lectures too. ○ Default approach will be quantitative – emphasized due to value in job and graduate applications plus income. ○ Qualitative analysis is sometimes more appropriate. A proposed qualitative analysis may be accepted if the student emails a persuasive justification by February 15th and receives instructor's written permission. ○ Other topics acceptable if (a) proposed by email by February 15th, (b) with adequate justification and description of approach and (c) followed by instructor's written permission.
D. Participation in class discussions	All	=/<10% extra	NA	At discretion of the instructor, a grade for class participation will be considered in calculating course grade if higher than the combined grade for tests and paper.

Task	Date	% Total Grade	Extension Dates	Comments
E. Optional grade raiser	Last class	20%	NA	<ul style="list-style-type: none"> Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn. When an optional grade raiser is included in course grade calculation, all other grades combined are worth 80%

V Textbooks, Lectures, Readings, Disagreement, and Emailing

Va Textbooks – None

You will get a sense from lectures that some non-textbooks are especially important.

Vb Lectures, Disagreement, and Sources

Please note that

- Queries are welcome in class;
- Disagreement is often more successful when combined with evidence and respect for students who may not agree with you.

Three types of readings are often presented:

- Academic sources in the syllabus – so that you may be aware of how much good scholarship exists and read the ones identified with an asterisk;
- Think tank, alternative media, and non-university sources in the syllabus – essential because short, timely often highly aware of current events and often less biased;
- Varied sources in the PPTs – valuable because they sometimes involve excellent interviews or lectures of the famous.

Some students may find independent-minded thinkers on URLs to be appealing – astute, resistant to brutal dictatorships, and of value for research and/or employment. Students are asked to follow news from multiple sources.

Vc Emailing and Carleton Rules

Please follow Carleton rules per page 1. When time-sensitive, please text to Professor Winn's phone including your name, course, and purpose.

All submissions must be uploaded to Brightspace on the days indicated in the syllabus calendar below.

VI Term Papers

Vla Term Paper – Options of One to Four Authors

One advantage of teams is the experience. For options, see Section I, Introduction, above.

Vlb Requirements for Writing Quality

Quality of writing includes: short sentences at the start of each paragraph, few adjectives or adverbs, Word, Excel, complete bibliographic references at the bottom of the page, not the end of the paper, and no PDF's (CU rule).

Observations/conclusions should derive from data examined and/or sources cited.

The University takes plagiarism seriously. Data origin must be described completely. If the data are not your own, bibliographic references must be complete so that any reader could easily verify accuracy by checking easily with your source.

You may only re-use data, data analysis, and/or data interpretation from another of your term papers if you receive prior written permission from Professor Winn.

Research Assistance

A research support librarian could advise on where to find content.

Professor Winn – would gladly help re design etc.

Vlc Research Quality

Quality empirical research requires clear, concise writing about

- purpose;
- why topic matters;
- quantitative data you collect and/or analyse;
- sampling procedures;
- how you avoided sampling bias;
- relevance of data;
- the tables and/or charts you are using;
- the sources of data in tables and/or charts.

Vld Table/Chart Nomenclature

A hypothetical table on age and voting could have the title, *Table 1: Age and Voting*. A chart on education and reading the *Economist* could have the title, *Fig. 2: Education and Reading the Economist*. Data sources should be clear.

Vle Term Paper – Data, Quantity, Statistics

Assignments must normally be data-focused. The purpose is to provide students with competitive advantage in our challenging economy and perhaps enable them to publish.

Data matters: (a) quality and quantity, (b) the intelligence/ plausibility of your analysis, inferences, and conclusions, and/or (c) the reasonableness of statistical analysis. Unlike in statistics courses, an incorrect application of a statistical test may not have much effect on your grade. Please feel free to consult Professor Winn.

Qualitative analysis (not quantitative) can be appropriate. But it must be justified before paper's submission and approved in writing. The professor's approval should appear in your term paper's Appendix.

Vlf Term Paper – Rules

- Core paper – 4 pp. max. plus appendix, latter without page limits;
- Content – purpose, why subject matters, how data collected, findings and links to charts. If qualitative, a pre-approved justification in the Appendix;
- Footnotes – at bottom of page, full with pp. numbers identifying location of the content that your paper is citing (no parenthetical references in the body of your essay);
- Appendix – may contain tables/charts/auxiliary discussion, no page limits;
- Printing – double-spacing.

A lot of writing will not be necessary since you will be investing a fair amount of effort in thinking, analysis, writing and self-editing.

Vlg Term Paper – Grading of the Empirical/Quantitative Component

The quality of charts, presentation, writing, and data interpretation will influence grades, e.g.

- replicatable data,
- any reader should be able to identify the data per year in any graph provided,
- explained sampling procedures are valid;
- data extensiveness rises as team size increases.

VII Course Schedule – Topics, Weekly Readings, and Tests

Preface

Some course features that you should please note:

- one or more PPTs posted on Brightspace ahead of the lecture,
- extra early emphasis on empirical, quantitative data methods and papers (but rarely statistics),
- early tests may ask about the syllabus,

- early tests may ask empirical research questions pertaining to quantitative data research but are not narrowly statistical,
- 45 minute discussions on some weeks.

Three types of potential sources of information are provided: conventional library works and URL's in the syllabus plus sometimes other source references in the PPT's. Time permitting, please skim through the small subset of library works that have an asterisk (star).

Two outstanding examples of books worth reading, both written by brilliant minds, are Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011), which emphasizes the inherent laziness of the human mind, and Nassim Nicholas Taleb, *The Black Swan* (New York: Random House, 2010), whose writing emphasize and people do not know and cannot predict. A Noble prize-winner, Kahneman had two PhD's – psychology and economics. Taleb was a brilliant investor.

The following are topics and traditional academic readings for each week.

Why Many References?

- Many readings are listed because thoughtful people may seek diverse sources for accuracy.
- Students are not expected to read all or even most of the readings. A goal is to communicate the value of source diversity.
- Some more recent references appear in PPT's.

1. Jan. 7: Introduction and Information

- Syllabus review
- Barriers to understanding the subject and getting valid information/data
- How and when to do quantitative and qualitative research
- Options for how to carry out recommended essay research options
- Key elements of popular culture and its high complexity.

2. Jan. 14: (a) Library Skills, (b) Academic/Media Prisms, (c) Gender

- 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/Aft7ilP3Bg> Piers Morgan on Hollywood's hatred of Trump 20191215
- Also Gutfeld at <https://youtu.be/wtLJfVzslfM>, Shillue at https://youtu.be/TGHebC_kdmM

- Levi Browde, [How New York Times Followed Beijing to Rewrite History: Opinion](#) from *The Epoch Times* (January 1, 2026).
- Levi Browde, "When Weaponized Journalism Threatens Our Nation - How The New York Times' journalistic failures on Falun Gong reveal a weak spot in our Republic's armor," [When Weaponized Journalism Threatens Our Nation | The Epoch Times](#) (Dec. 30, 2025).
- 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/> November 28, 2020
- Raymond Ibrahim, "Hidden Saudi and Qatari Funding Distorts Middle East Studies," *The Gatestone Institute*, November 25, 2020, originally titled "Bribed: Subverting American Universities."
- Bretthauer, B., Zimmerman, T. S., & Banning, J. H. (2007). A feminist analysis of popular music: Power over, objectification of, and violence against women. *Journal of Feminist Family Therapy*, 18(4), 29-51.
- Communications, C. (2009). From the American Academy of Pediatrics: Policy statement--Impact of music, music lyrics, and music videos on children and youth. *Pediatrics*, 124(5), 1488-1494.
- Cundiff, G. (2013). The influence of rap and hip-hop music: An analysis on audience perceptions of misogynistic lyrics. *Elon Journal of Undergraduate Research in Communications*, 4(1).
- Flynn, C. (2016). Objectification in Popular Music Lyrics: An Examination of Gender and Genre Differences. *Sex Roles*, 75(3), 164–176.
- Ling, J. Q., & Dipolog-Ubanan, G. F. (2017). Misogyny in the Lyrics of Billboard's Top Rap Airplay Artists. *International Journal of Arts Humanities and Social Science*, 2(6), 7-13.
- Whiteley, S. (2013). *Women and popular music: Sexuality, identity and subjectivity*. Routledge.
- Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (2008)
- Waldfogel, Joel. *Digital Renaissance: What Data and Economics Tell Us About the Future of Popular Culture*. Digital Renaissance. Princeton: Princeton University Press, (2018). https://oculcrl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_askewsho/Its_vlebooks_9780691185439
- Catherine J. Ross, *Lessons in Censorship: How Schools and Courts Subvert Students' First Amendment Rights* (Harvard University Press, 2015)

3. Jan. 21: Academic Prism Continued; Recapitulation of Course Paradigm and Research Skills; the Importance of Primary Research Techniques in the Internet Era

- The Myles Vosylius film, *The Great Indoctrination* (Nov., 2025) as discussed in Carolina Vendano's article in *The Epoch Times* (Dec. 31, 2025) at [New Documentary Examines Ideological Push in Canada's Education System | The Epoch Times](#)
- 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>



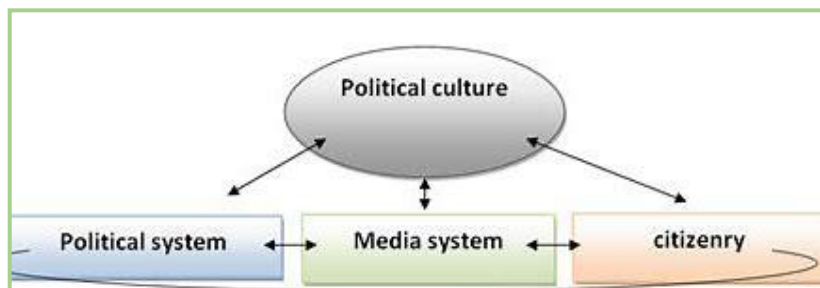
- Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)
- Tom Wolfe on radical chic at <http://nymag.com/news/features/46170/> and <http://www.tomwolfe.com/RadicalChic.html> 5. (Oct. 12)

4. Jan. 28: Prisms of Media and Technology

- 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)
- Joel Waldfogel, *Digital Renaissance: What Data and Economics Tell Us about the Future of Popular Culture* (Princeton University Press, 2018).

5. Feb. 4: The Political Culture Setting

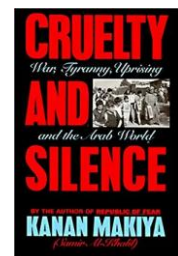
- Seymour Martin Lipset, *Continental Divide*.
- Arend Lijphart, "Language, Religion, Class and Party Choice:



- 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
 - <http://www.wsj.com/articles/SB10001424052748704881304576094221050061598Matthew> 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 (2000/505)
 - Murray Edelman, From Art to Politics: How Artistic Creations Shape Political Conceptions (Chicago: University of Chicago Press, 1995)
 - Donn Rogosin, Invisible Men: Life in Baseball's Negro Leagues (2020)

6. Feb. 11: Israel Apartheid Week and the 2000 Year Setting

- 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>
- <https://www.meforum.org/60109/new-brand-of-us-islamists-wins-big-in-2019>
- “MEF Plays Key Role in Designation of Al Jazeera Subsidiary as Qatari Agent,” News from the Middle East Forum, September 16, 2020
- 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
- Lenn E. Goodman, “A Medieval Philosopher’s Subtle Legacy,” *Middle East Forum* (fall, 2020) at <https://www.meforum.org/middle-east-quarterly/pdfs/61463.pdf>, providing a review of Sa’d Ibn Mansur Ibn Kammuna al-Baghdadi, *Subtle Insights Concerning Knowledge and Practice* Trans. by Y. Tzvi Langermann (New Haven: Yale University Press, 2019)

Break Week (Feb. 18th)

8. Feb. 25: 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_get_sucke.php



- Eric Schewe, "Why Miles Davis's 'Kind of Blue' Is So Beloved," *STOR Daily* 21 April, 2019 <https://daily.jstor.org/why-miles-daviss-kind-of-blue-is-so-beloved/>

9. March 4: Hollywood, Politics, and News.

- Nick Searcy on politics in Hollywood at <https://youtu.be/c3hXZS5eZmo> and why it's so capitalist and leftwing
- 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>
- Brent Bozell/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, pp 201-219.
- -[Melanie Phillips](#), Oscars reveal liberal America at its worst. *Times* Tuesday 20210421.
- Steven J. Ross, *Hollywood Left and Right* (Oxford University Press, 2011)



10. March 11: Commentary on Mass and Elite Cultures

- Roger Kimball, *The Long March: How the Cultural Revolution of the 1960's Changed America* (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).
- , *Our Culture, What's Left of It* (2004)
- 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 America* (Hoover, 1996)
- 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).
- Catherine J. Ross, *A Right to Lie? Presidents, Other Liars, and the First Amendment* (University of Pennsylvania Press, 2021)
- 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).

11. March 18: 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



12. March 25th: Culture, Unculture and the Case of Comics, Student Presentations

- Ken Quattro, *Invisible Men: The Trailblazing Black Artists of Comic Books* (2020).
- William Savage, *Commies, Cowboys and Jungle Queens* (1998)
- Matthew Pustsz, ed., *Comic Books and American Cultural History* (2012)

- Ryan McMaken and Paul Cantor, *Commie Cowboys: The Bourgeoisie and the Nation-State in the Western Genre* (2022)

**13. Apr. 1st: Movies' Unpredictability of Commercial Success plus
Some Student Presentations *cum* Discussion**

1. the greatest war movie of all time - Search
2. 8 Huge Box Office Disappointments in Hollywood History
3. 10 huge movie remakes that never happened – and the reasons why
4. Underrated Movies Worth Watching
5. The Best Movies of the 21st Century
6. 20 great movies that deserve more recognition
7. <https://www.msn.com/en-ca/entertainment/music/10-songs-that-were-released-years-early-and-flopped-before-becoming-hits/ss-AA1EjYsl?ocid=entnewsntp&pc=HCTS&cvid=51d7f97ef83a4f6d8bb81a28f1f94191&ei=52#image=7>
8. 10 huge movie remakes that never happened – and the reasons why



14. Apr. 8th: Presentation and Discussion of Some Student Projects, Discussion of Areas of Value to Course Participants for Future Research Supplementary Course Content

Political Science Course Outline Appendix

EQUESTS 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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating

circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, 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 that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory