

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

Winter 2022

PSCI 3108B
Politics of Popular Culture
Thursday 8:35 – 11:25 a.m.
This course will be held remotely online

I General Information

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

Communication:

- Office hours – during teaching weeks (a) Monday, Tuesday, and Friday 9 a.m. to noon and (b) Mon-Thurs 5-7 p.m.;
- Pre-scheduling conversations – Please email a request with (a) subject line containing course number and purpose with (b) email content listing time options and (c) please remind CW (Conrad Winn) if he does not respond within 24 hours on weekdays;
- Zoom – all communication outside the lecture will normally involve an email invitation from CW (Conrad Winn) involving a Zoom link sent at approximately the time agreed to;
- Research projects – the expectation is that you (a) will normally form groups of 2-4 co-authors, (b) will c.c. group members on virtually all emails to CW about the project, (c) may break away from a group if your collaborators fail to contribute or respond to your communication, and (d) may form a group of one;
- Carleton rules – please respect all University rules including (a) use of Carleton email only, (b) your name as it is known by the University, (c) Word and Excel (no PDF's), (d) essays submitted only through Brightspace, and (e) deadlines;
- Text messaging – please reserve for medical or other emergencies (416 460-5844).

Culture and Its Meaning:

- Meanings – Once about important people, culture may allude to everyone;
- Words – Culture has many precursor adjectives, often somewhat synonymous – popular, mass, political, business, ethical, and public culture;
- Themes – Once limited to artistic grace, culture can now encompass literary, artistic, entertainment, family, recreational, societal, consumer, sports, business, health, insurance, investor, vacation, sexual, reproductive, ethical, ethno-racial, religious, corporate, religious, or political matters;
- Changes – Aspects of culture are now accepted as changeable, even unpredictable;

- Sub-populations – Once believed to be shared across a society, some aspects of culture are recognized as unique to strata, age, religion, region or other factors;
- Civilizations – Often believed to be permanent and 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. 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.

Uncertainty about Culture:

- Culture's characteristics— a challenge to identify because culture is vast (e.g. film, sport, music, weddings, funerals etc.) while scholarship is small;
- Culture's causes – Almost infinite, they 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 oligopolies, MSM, independent or new media, think tanks, research institutions, independent researchers, different types of universities, school systems and so forth;
- Movies – New industries have taken off in India, China, Nigeria, Japan, and elsewhere while film-making persists in the U.K., France, Italy, Hollywood and elsewhere;
- Censors – Censorship is huge, ranging across all dictatorships and even democracies with roles played by government funders, investors, sports organizations, big tech, mainstream media censors, research funding agencies, universities, publishing houses, school systems, spies, and foreign dictatorships;
- Cause and effect – There is little accepted evidence as to whether cultural attitudes cause, are caused by, or just rationalize cultural behaviour.

Mega-Changes in Culture and How We Analyze It:

- Democracies — decline of Christian observance, birth rates, and perhaps even some support for democracy across some democracies;
- Communism— decline in its Stalinist heartland along with intensified power-seeking in Beijing and some innocence in the democracies about communist democidal history;
- Sunni Islam—an implicit acknowledgement of its 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 comparative 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);
- COVID—which accelerates the growth of government debt, under-employment, illness, intergenerational inequality but not confidence in governance in the democracies.

II Course Description

IIa Content – Macro-Goals

This political science course is often about the culture of societies. In the past, culture often referred to the beliefs and behaviours of elites or important people. But today it is about almost everyone.

Three predominant goals of the course are to help enhance your

- understanding of popular culture given its potential power,
- knowledge of how popular culture and politics impact each other, and
- empirical research skills given their benefits to you in graduate school and the job market.

Empirical emphasis will be on quantitative methods, defined more broadly than statistics.

IIb Aims – New Ideas about Popular Culture

After WW2, the social sciences began to use the idea of popular culture to better understand people. One goal was to understand how so many national cultures in Europe could accommodate so much death or find Nazism appealing, especially the educated.

Generations later, our understanding of popular culture is being affected by such giant changes as

1. an infinite channel universe;
2. birth rate changes and inter-continental migration without precedent;
3. genocide and mass murder without precedent;
4. the decline of Christianity and rise of adversaries;
5. the possible return of misogyny, misandry, homophobia and other undemocratic phenomena;
6. the rise of the United States and the Anglosphere, China, and Asia;
7. Upheaval in China with mammoth growth accompanied by potential instability;
8. Upheaval in Islam with rising conflict among and between of Shia vs. Sunni;
9. Disorder in the United States manifested by racial and constitutional discords;
10. Hollywood facing challenges from within and outside the U.S.;
11. Censorship/surveillance power of big tech and big dictatorships.

IIc Objectives – Strengthening Knowledge of Popular Culture with an Empirical Focus

Each week, the course looks at different aspects of popular culture. We will look at public affairs impacts on and by popular culture from the perspective of many of the following – the pandemic, equality, freedom, social and media discrimination, genocide, pesticides, fairness, achievement, gender, China, Communism, fascism, Iran, Islam, Islamism, Russia, misogyny, racial thinking, racisms, religion, Aboriginal populations, birth rates and inter-cohort inequality. We may also look at seemingly unrelated themes such as the lazy minds of humans.

To the extent reasonable, our focus will be on aspects that are related to empirical or quantitative data research but not statistics narrowly defined. Valid data are almost essential for objectivity. Experience looking at data may well increase your graduate school and/or job prospects and/or income.

III Course Purposes

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

Learning		Value
1.	Impacts of popular culture on society	Understanding how changes in arts/entertainment/politics/ economics could improve your educational and career success.
2.	Impacts of changes in policy on popular culture	Understanding effects on popular culture might enhance success if your career were in government, entertainment, or a related field.
3.	Policy paradox	A stronger understanding of the paradoxical effects of popular culture could enhance your skills in PR, marketing, elections, and party politics.
4.	Getting information	Mastering quantitative information sources may enhance job seeking, graduate study, professional success, and role as an informed citizen.
5.	Unknown	Guessing what people don't think about or know may become essential, even a driver of what happens.

Organizational features of the course include:

- a. Zoom – for lectures and discussion groups;
- b. Multiple choice tests – dates shown in schedule. First tests may place more emphasis on syllabus and term paper methods (i.e. empirical/quantitative, rarely narrowly statistical);
- c. Lectures – may give themes for discussion;
- d. Discussions – they may inspire your thinking;
- e. Lectures – please interrupt to ask a question or disagree courteously on anything;
- f. Office hours and scheduling conversations – please see first page of syllabus.

IV Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Written or oral queries/questions about term paper, research projects	Queries especially welcome in September	zero	N/A	Queries submitted as early in the term as possible may well save you time while enhancing your prospects for success.
B. Seven multiple choice tests	As in calendar	40%	University rules	<ul style="list-style-type: none"> Based on course content and events. Missed tests will not normally be replaced. Mean of top four of first six determines grade for the six (worth 30% of course). Seventh test worth 10%.
C. Research paper	Uploaded per syllabus below	50%	Medical/other reasons with written permission	<ul style="list-style-type: none"> Team research with an emphasis on primary research involving quantitative data as outlined below. The theme must be a syllabus-specified theme unless receiving written permission early in the term.
D. Participation in class discussions	All	=/<10% extra	NA	At discretion of the instructor based on quality. No grade for class discussion will be factored into the course grade if lower than the combined grade for tests and paper.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission. Empirical, quantitative data aspects should be identified in advance.
F. Optional grade raiser	Last class	20%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn.

V Grades, Standards, Teams, Deadlines, and Timing—in More Detail

Va Textbooks – None

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

Vb Lectures, Testing, Disagreement, and Three Source Categories

Please note that

- Queries are welcome in class;
- Multiple-choice tests will begin seven classes;
- Courteous disagreement is welcome during classes or conversations;

- Fortright disagreement is welcome too, especially when combining courtesy, 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, and often highly aware of current events;
- Varied sources in the PPTs – valuable because they sometimes involve excellent interviews or lectures of the famous at famous settings.

Some students may find learning about the independent-minded thinkers on URLs especially helpful. These thinkers may be astute. They may also be especially resistant to threat from brutal dictatorships. For tests, students will be expected to follow the news from MSM and non-MSM sources, read the URLs, and be aware of the works in the scholarly lists, especially ones identified with an asterisk.

Short Tests

- Final test worth 10%.
- Other six worth 30%. Mean of top four will determine grade for the six. Tests missed will not normally be provided.

Vc Communicating with Professor Winn and Carleton Rules

Please follow Carleton rules – only a Carleton email address. Responses will normally be quick during office hour periods, slow on weekends. When time-sensitive, please text to Professor Winn's phone (416-460-5844) including your name, course, and purpose.

All submissions must be uploaded to Brightspace on the days indicated in the syllabus calendar below. The following is student-relevant guidance courtesy of Dr. Tracy Hodgson-Drysdale:

- Join a group even if it is empty (even if you are forming a group of 1);
- Click Tools - > Groups and join an empty group
- Click Tools - > Assignments
- Click the name of the assignment
- Click Add File
- For more guidance, go to: "Instructions for students"
<https://carleton.ca/brightspace/students/submitting-assignments/>

VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Written or oral queries/questions about term paper, research projects	Major queries/questions welcome	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible.
B. Seven short multiple choice tests	As indicated in lecture schedule	40%	University rules	<ul style="list-style-type: none"> Based on course content and events. The first six tests will be worth 30%, calculated as the average of the top four of your six. Missed tests will not normally be replaced. A third or more missed test will require medical documentation. The last or seventh is worth 10%. Early tests will have some emphasis on syllabus content and research skills discussed in class.
C. Research paper	Deadline March 9; uploading allowed March 9-30	50%	Medical or personal reasons	Students may select any approved topic, other topics with instructor's written permission.
D. Participation in class discussions	All	=/ <10% extra	NA	At discretion of the instructor based on quality. No grade for class discussion will be considered in calculating course grade if under the combined grade for tests and paper.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission. Empirical aspects, i.e. quantitative data, are a requirement for each essay.
F. Optional grade raiser	Last class	20%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn.

VII Evaluation in Detail

VIIa Term Paper – Teams

Each research team will normally have two or four members. Exceptions will need Professor Winn's written permission. If the paper specifies clearly how each team member contributed, essay grades might vary within a team but not normally. One valuable reason for teams is that the experience often strengthens skills.

VIIb Term Paper – Writing Quality

Quality of writing includes: clarity, organization, spelling, grammar, 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 and the course take plagiarism seriously. The origin of data must be described completely. If the data are secondary, i.e. not your own, bibliographic references must be clear and complete so that any reader could easily verify the accuracy of the data 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.

Accommodation and Research Assistance

- Test accommodation – A medical note will normally be required if three or more tests are missed.
- Late paper accommodation— acceptable for medically documented reasons.
- Librarian Aleksandra Blake – would gladly advise on non-empirical aspects (i.e. where to find media but not how to content-analyze media). Seeking Ms. Blake's advice early in the term will bring you significant benefits, including more free time.
- Professor Winn – would gladly help with respect to design, media, sampling, analysis etc

VIIc Term Paper – Research Quality

Quality empirical research requires clear, concise writing about

- the purpose of the paper;
- why the topic matters;
- quantitative data you collect and/or analyze;
- sampling procedures and how you assured an absence of bias in data sampling;

- how any hypothesis/proposition/interpretation of your data is related to the nature of the data;
- the tables and/or charts you are using;
- the sources of data in tables and/or charts..

VIId Term Paper – Table and/or 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.

VIIe Term Paper – Data, Quantity, Statistics

Assignments must be data-focused. The purpose is to provide students with competitive advantage in the challenging economy of the COVID era.

Data will matter: (a) the quality and quantity of the quantitative data, (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.

Some Paper Requirements

- Teams – team of two or four students for each paper on authorized topics. Teams help build skills. Team and topic exceptions are possible with written permission;
- Empirical – paper must be empirical; quantitative data skills and experience may enhance prospects for graduate school and careers;
- Software – in Word with Excel tables and/or charts...a CU requirement. No PDF's;
- Submission – One team member submits for the team via Brightspace.

VIIIf Term Paper – Size

A paper may have many pages of numbered tables and charts but possibly as few as 2-5 pages of writing. Your writing should describe

- the paper's purpose,
- how the data were collected, and
- relations between your main conclusions and your numbered charts and/or tables.

Each conclusion should be linked clearly to the chart or table containing data supportive of that conclusion. For an explanation, please see section VIId, above. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

VIIIg Term Paper – Grading of the Empirical/Quantitative Component

The quality of charts, presentation, writing, and data interpretation will influence grades. Quality requires that

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

VIIh Topics for Papers – Pre-Authorized and Potentially Authorized

Papers are to be uploaded to Brightspace on lecture schedule date by one member of each team. Please feel free to consult (a) Ms. Blake re media access and discovery of any existing academic study on your topic and (b) Prof. Winn re dates, coding, media choices, efficiency (saving time), and/or interviewing journalists for their reaction to your findings. If part of your project, surveys/interviews will often require CU authorization.

Below are two lists of suggested topics: table 1 (Pre-Authorized) and table 2 (Prospectively Authorized). Requiring slightly more advice, the topics of table 2 have a high likelihood of receiving written authorization following a brief conversation involving the team and Professor Winn. Please feel free to propose other topics for approval.

The normal deadline for requesting written approval of a potentially authorized topic is the end of the first month of the term. Irrespective of topic, please remember to analyze an empirical, i.e. quantitative, data element at the core of your planned research.

Table 1: Pre-Authorized Topics for Research Papers

Area	Topics	Data
A. Covid Prevention	A comparison of news coverage of vaccines vs. drugs vs. precautionary or partially deterrent nutrition in the major media of democratic countries from January 1, 2000 to January 31, 2022	Cda: GM and NP. UK: Telegraph and Guardian. USA: possibly NYT, Fox News, and MSNBC. Perhaps others (e.g. France, Italy, Sweden, Israel, India. Japan)
B. Covid origin	Media treatment of likely origin Jan. 1, 2000 to Jan. 31, 2022	Analogous to above
C. Movies – Popularity or Impact	Explore (a) what made Hollywood films popular by theme/nation/events or (b) sources of popularity of specific types (e.g. films noirs) or (c) how Hollywood affected American or English-speaking popular culture (e.g. contributions to attenuation of racism, anti-Judaism etc. or (d) another aspect to be confirmed by CW	Keep and report careful records of your efforts and success at securing audience data.

D. U.S. media reporting on secondary players of doubtful character	The paper could focus on content analysis of stories on players who were portrayed as suitable national leaders but turned out to behave inappropriately or illegally (e.g. NY Governor Cuomo and Michael Avenatti, Stormy Daniel's onetime lawyer who went to jail).	Mainly content analysis. Any recent year til now. See above re possible nations.
E. Internal threats to democracies	Four options come to mind but you may conceive of a 5th: <input type="checkbox"/> Media – main media in principal democracies. Nations might include U.S., U.K., Canada, Australia plus perhaps a very few of the following depending upon the historical period you choose – France, Germany, Ireland, Italy, Sweden, Israel, India, Japan, South Korea. Taiwan); or <input type="checkbox"/> Academics – the academic journals in principal democracies (e.g. in politics, economics, public administration, and domestic policies); or <input type="checkbox"/> Great writers – concerns expressed about internal threats to democracy by classic writers about democracy such as Locke/Penn/ Montesquieu/Jefferson/Paine; or <input type="checkbox"/> Politicians – the legislative records of democratic legislatures plus Presidents who do not sit in their legislature. Please keep in mind that the U.S. Congress publishes records of statements not made in the presence of other Representatives and Senators.	If your study is about national media: (a) The longer the time period for your data collection, the fewer the nations in your study; (b) Normally limit yourself to one rightwing and one leftwing outlet, both respectable (e.g. <i>Telegram</i> and <i>Guardian</i> in the U.K.); (c) When news coverage is rich, please consider random sampling. When coverage is not rich, the focus should be on a population study, i.e. all.
F. External threats to democracies	Analogous to above except in the academic option, where you would focus on journals in politics, economics, international affairs, and defence.	Analogous to above
G. China	Option 1: Media coverage of surveillance/violence/espionage/brutality/ cross-national censorship and/or anti-democratic practices of China. Option 2: Media Falun Gong coverage including democide and organs. Option 3: Politicians as described above in option A.	Start date could be 1948/later. Your project could analyze L and R media as in option A, above.
H. Islamism, i.e. extremism	Analogous to the options described for option A, above, the research could explore this theme in some detail, perhaps with a focus on treatment of ethno-religious minorities (e.g. Christians) or women.	Analogous to above
I. Freedom of Opinion	Content analysis of perceptions of the virtues/liabilities of freedom of opinion among the populations outlined for option A, above,	Analogous to above
J. Cohort Inequality	Media treatment of effects of government policies, inflation, or other factors or inequalities between young and older age cohorts	See option A, above.

Table 2: Prospectively Authorized Topics (i.e. following a Brief Discussion with the Team)

Area	Topics Potentially Authorized in Writing	Data
Any of these three topics (or possibly others) may need a little more advice. They may be authorized in writing by Professor Winn following conversation.	<p>Option 1, Social Media: A quantitative overview of articles in perhaps business/ marketing/PR/ communications/public administration journals on purposes of government/business use of social media. Interviews might be added.</p> <p>Option 2, COVID, CDC's Apparently Misleading Report on Hospitalization Rates at How CDC Manipulated Data to Create 'Pandemic of the Unvaxxed' Narrative • Children's Health Defense (childrenshealthdefense.org), Children's Health Defense reported on CDC's misleading data. You could compare media reporting.</p> <p>Option 3: Cells-5G: How have media covered health-related concerns re 5G technologies? What was tone/tenor of this coverage, especially in light of D.C. Circuit decision against FCC in Aug., 2021.</p>	Please feel free to consult Ms. Blake about library search procedures and Prof. Winn about search procedures too.

VIII 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),
- brief tests at the beginning of classes specified below,
- 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.

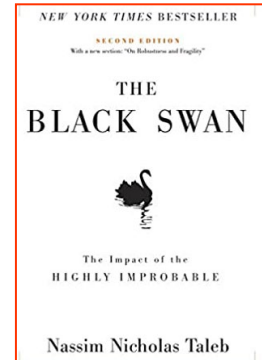
Three types of potential sources of information are provided: conventional library works and URL's in the syllabus plus occasional source references in the PPT's. Time permitting, please skim through the small subset of library works that have an asterisk (star).

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 places some emphasis on the sheer unpredictability of human events.

The following are topics and traditional academic readings for each week. Students may receive occasionally some non-traditional readings.

1. Jan. 13: 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
- Barriers to securing information on the subject: deception, economic conflicts of interest, and self-deception
- 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.
- Two cross-cutting religio-cultural axes: Traditional Christianities vs secular revolt; Islam and Islamism vs. the non-Islamic world.
- Key research concepts: fact, taxonomy, theory/explanation, objectivity and historicism, sociology of knowledge. Key research tools (causal 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. 20: Test, (a) Library Skills re Papers, (b) Academic/Media Prisms, (c) Gender

- 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/Aft7iIP3Bg> 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-GkyQqvKc>, Laura Ingraham at <https://youtu.be/yCUcesNn890>
- 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.
- Waldfogel, Joel. *Digital Renaissance: What Data and Economics Tell Us About the Future of Popular Culture*. Princeton: Princeton University Press, (2018).
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_askewsholts_vlebooks_9780691185439
- Catherine J. Ross, *Lessons in Censorship: How Schools and Courts Subvert Students' First Amendment Rights* (Harvard University Press, 2015)

3. Jan. 27: Test, 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 Voter Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005
- Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303
- Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65
- Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1)
- <http://www.discoverthenetworks.org/viewSubCategory.asp?id=291>
http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf. David Horowitz and Ben Johnson, *Campus Support for Terrorism* (Center for the Study of Popular Culture, 2004).
- http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1
<http://www.discoverthenetworks.org/ShadowParty.asp>
- Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)
- Tom Wolfe on radical chic at <http://nymag.com/news/features/46170/> and <http://www.tomwolfe.com/RadicalChic.html> 5. (Oct. 12)

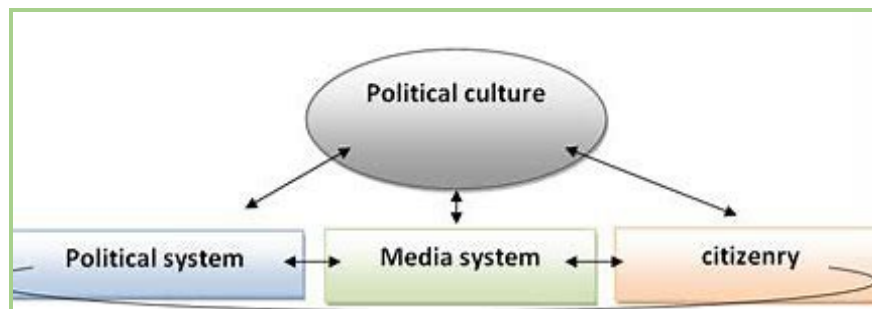
4. Feb. 3: Test, Prisms of Media and Technology

- 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
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- 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. 10: Test, 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*

Term Paper
Deadline March 9; uploading
allowed March 9-30

- 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/BIUSyoLYnIM> 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)
- Ashawnta Jackson, "The Newport Rebels and Jazz as Protest," *JSTORE Daily*, (23 July, 2020) at https://daily.jstor.org/the-newport-rebels-and-jazz-as-protest/?utm_term=The%20Newport%20Rebels%20and%20Jazz%20as%20Protest&utm_campaign=jstordaily_07232020&utm_content=email&utm_source=Act-On+Software&utm_medium=email
- Burak Bekdil. "Turkey: Land of Heimatlos," BESA Center, November 24, 2020 at <https://besacenter.org/perspectives-papers/turkey-heimatlos/>
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- Wang, Jenny. "How Managers Use Culture and Controls to Impose a '996' Work Regime in China That Constitutes Modern Slavery." *Accounting and Finance* (Parkville) 60, no. 4 (December 2020): 4331–4359.
- Chesser, Paul. "REPORT: Uighur Slaves Forced to Work in Apple Supplier's Factory." National Legal & Policy Center, December 31, 2020. <https://nlpc.org/2020/12/30/report-uighur-slaves-forced-to-work-in-apple-suppliers-factory/>.

6. Feb. 17: Test, Arts

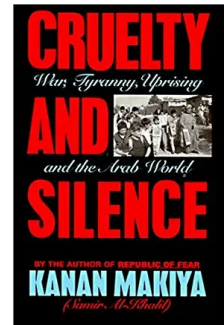
- <http://www.wsj.com/articles/SB10001424052748704881304576094221050061598> interview with Walter Williams on the State Against Blacks
- Gary Woodward, *Perspectives on American Political Media* (Toronto: Allyn and Bacon, 1997), chapter 7 on Art, Popular Entertainment and Politics, pp. 213-37 and the 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)

Break Week

7. March 3: 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).
- 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)

8. March 10: Test, Entertainers and Journalists. Upload Term Paper March 10th/11th

- James Hirtsen, *Hollywood Nation* (2004)
- Michael Medved, *Hollywood vs. America* (1993)
- Robert Lerner, Althea K. Nagai, and Stanley Rothman, *American Elites* (Yale, 1996).
- Stanley Rothman and R. Lichter, "Personal Ideology and Worldview A Comparison of Media and Business Elites", *Br. J. of Pol. Sci.* 9(Jan., 1985), 29-49.
- Stanley Rothman and R. Lichter, *Media and Business Elites: Two Classes in Conflict*, *Public Interest* (1982), 117-25.
- Stanley Rothman and Amy E. Black, *Media and Business Elites: Still in Conflict?* *The Public Interest* (Spring 2001), pp 72-86
- Barry Cooper, *Sins of Omission* (University of Toronto, 1994).
- Conrad Winn, *CBC Television News Has a Bias Problem*, *Policy Options* (July-August, 2002).
- Tucker Carlson, *Mumia Dearest*, *Weekly Standard* (Sept. 18, 1995), pp. 58ff.
- *Pajamas Media*, *How the New Republic Got Suckered*, August 20, 2007.
http://www.pajamasmedia.com/2007/08/how_the_new_republic_got_sucke.php
- 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 17: Test, 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*, <http://townhall.com/columnists>
- BrentBozell/2009/08/21/a_porn-pop_summer?page=2. Note his proposal for media liability on the model of tobacco liability.
- Susan Ohmer, *George Gallup in Hollywood* (New York: Columbia University Press, 2006)
- Brian C. Anderson, *South Park Conservatives* (Regnery, 2005).
- Coe, Kevin et al., *Hostile News: Partisan Use and Perceptions of Cable News Programming*, *Journal of Communication*, Jun2008, Vol. 58 Issue 2, p201-219.
- [Melanie Phillips](#), *Oscars reveal liberal America at its worst*. *The Times* Tuesday April 20 2021
- Steven J. Ross, *Hollywood Left and Right* (Oxford University Press, 2011)

10. March 24: Test. 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).
- Theodore Dalrymple, *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 American* (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 31: 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. Apr. 7: Presentation and Discussion of Some Student Projects, Discussion of Areas of Value to Course Participants for Future Research Supplementary Course Content

Three Policies – Lateness, Grading and Attendance

Medical and unexpected catastrophe are the principal extenuating circumstances that allow late submissions of term papers.

Grading procedures are described above.

Carleton University appears to have a class attendance requirement. Unless instructed by the University to the contrary, Professor Winn does not anticipate a consideration of attendance when calculating grades for the course.

IX Policy Statements of Carleton University

Pandemic-Related Counsel to Members of the Carleton Community from the Provost

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

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Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 accommodation: 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 accommodation: 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.

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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 engage in student activities 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.

Sexual Violence Policy

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

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

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

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

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/>.

Official Course Outline

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