

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

Winter 2024

PSCI 3108 Politics of Popular Culture Wednesday, 2:30-5:30, Online

I General Information

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

Communication:

- Office hours – by appointment most times, any weekday by Zoom/Windows. Pre-scheduling – please email topic and 2-3 time options 4+ hours in advance;
- Zoom conversations –email invitation from CW (Conrad Winn) arriving just before appointment;
- 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 from start;

Carleton rules – please respect all University rules including

- Carleton email only;
- your name as it is known by the University;
- Word and Excel for essays, no PDF's;
- essays submitted only through Brightspace;
- course deadlines;
- Text messaging – please reserve for medical or other emergencies (416 460-5844).

Culture and Its Meaning:

- Once about important people, culture may now allude to everyone;
- Words – culture has many qualifiers, e.g. popular, mass, political, business, ethical, public, civil, religious, civilizational, micro-, etc.;
- Themes – once limited to grace, culture now encompasses literary, artistic, entertainment, family, recreational, societal, consumer, sports, business, health, insurance, investor, vacation, sexual, reproductive, ethical, ethno-racial, corporate, and religious thoughts or beliefs about freedom, equality, democracy and politics;
- Time-span –some aspects of culture are now seen as almost biological, others as millennial;

In Class Communication

Please don't hesitate to ask questions or disagree.

Remembering that courtesy, evidence, sourcing, and brevity may boost your persuasiveness, please don't hesitate to

- disagree
- wonder about sourcing
- inquire about motives or
- ask about almost anything.

- Changes – aspects of culture are now accepted as changeable, even unpredictable;
- Sub-populations –some aspects of culture are seen as unique to strata, gender, age, religion, micro-religion or other factors;
- Civilizations – less seen as permanent or homogeneous than in the past;
- Quasi-domestic challenges – elements of the semi-Christian, quasi-democratic west may see population decline, slow economic growth, government debt, inflation, crime, violence, anti-democracy values, anti-democratic teaching, media weakness, misogyny, bigotry, and anti-democratic immigrants as conundra;
- Quasi-international challenges—elements of the west may see as threats (a) the pre-eminence of anti-democracy regimes at UNESCO/WHO/other international organizations, (b) the rising military expansion of key dictatorships, (c) their increased use of assassination and fear, (d) their growing communication success thanks to increased use of front groups, front media, intimidation, plus power over western media and universities, (e) dictatorships’ use of assassination, mass murder and mass imprisonment (d) global and/or regional threats from Teheran, Moscow, and Beijing.

Uncertainty about Culture:

- Culture’s characteristics— a challenge to identify because culture is vast while cultural scholarship is small;
- Culture’s channels – worldwide entertainment industries, Hollywood players, non-U.S. film industries, athletes, sports organizations, entertainment technologies, advertisers, big tech oligopolies, MSM, independent or new media, think tanks, research institutions, independent researchers, different types of universities, school systems plus the influence of dictatorships and political/religious/racial extremists;

Dictatorships’ Power over What Democracies Know and Say

1930’s

- Nazi Germany – terror and/or money over (a) Hollywood, (b) AP to suppress news including U.S. corp. aid, (c) the White House to sow fear through giant pro-Nazi rallies in NYC.

20th C.

- USSR – similar to above to suppress news about (a) U.S. corporate aid, (b) genocides, and (c) democides.

Today

- China – police, money, sex and/or espionage power over our media, universities, Hollywood, sport, emigrants, investors, politicians, corporations, land, and military;
- Qatar – police/money/ misogyny/terror power over our media, universities, global news, politicians, oil companies, politicians plus.
- Iran/Turkey – some of the above plus ability to subdue reporting on bribery, assassination, bombing, indoctrination, front groups, and genocide programs.
- Saudi – an unusual case in history.

- Hollywood – New industries have taken off in India, China, Nigeria, Japan, and elsewhere, some of which have economic power over Hollywood. Film-making persists in the U.K., France, Italy, Hollywood and elsewhere. In key periods giant dictatorships exercise giant influence, e.g. Nazi Germany over Hollywood in the 1930's, Communist China over Hollywood in the 21st C.;
- Universities – for decades Communist China has dominated Chinese studies and faculty appointments. Qatar – the giant foreign funder of Middle East Studies, quasi-ally of Iran, and longterm funder of terrorism – has dominated Middle East programs and appointments. Nazi Germany played an important role in western universities during the 1930's;
- Professional sport—Communist China is playing a giant role in professional football while Saudi Arabia plays a rise role in golf.
- Censors – Censorship is huge, ranging across all dictatorships and even democracies with roles played by the White House, big tech, tax regimes, government funders, investors, s organizations, mainstream media censors, research funding agencies, universities, advertisers, big pharma, foreign funders of western universities, publishing houses, school systems, spies, foreign agents, and foreign dictatorships;
- Cause and effect – There is little accepted evidence as to the degree to which cultural attitudes cause, are caused by, or just rationalize cultural behaviour.

Mega-Changes in Culture and How We Analyze It:

- Democracies — decline in Christian observance, birth rates, acceptance of freedom of opinion/religion, and perhaps even support for democracy and freedom of expression;
- Communism— decline in its Stalinist heartland along with intensified power-seeking in Beijing and some innocence in the democracies about communist genocidal and democidal history;
- Islam—splits between and within each of Sunni and Shia populations with implicit Sunni fear of Shia Iran driving some re-alignment towards Israel and division within Iran driving alignment of some Iranians with the democracies;
- W. Europe—longterm economic/military/birthrate decline plus social integration challenges;
- China—rise in the military and cultural power of totalitarian China and its ability to imprison Chinese Muslims, Buddhists (Falun Gong/Dafa), and Tibetans plus cause fear among Christians;
- Anglosphere – the emergence of the U.S.-led Anglosphere along with the economic decline of Russia, Western Europe, the U.K., the Francosphere and to a lesser extent Canada;
- Poland and Hungary as paradoxes – economic growth, major German investment, and some democratic progress despite unusual locations and challenging histories;
- Israel as paradox – founded by secularists, high birthrate and technological progress. History of radical international re-alignments;
- Empiricism – explosion in the importance of quantitative data, which helps explain this course's emphasis on gentle empirical analysis (non-technical, quantitative analysis);
- COVID—accelerated government debt and intergenerational inequality but not confidence in governance of the democracies.

II Course Description

IIa Content – Macro-Goals

Three predominant goals of the course are to help enhance your

- understanding of popular culture given its power,
- knowledge of how popular culture and politics impact each other,
- awareness of the historical and contemporary power over Hollywood and other western manufacturers of culture by dictatorships in past and present, and
- the benefits of empirical/quantitative skills for you in graduate school and the job market.

IIb Aims – New Ideas about Popular Culture

After WW2, the social sciences sought to understand the appeal of Nazi and Communist totalitarianism. One goal was to understand how so many nations in Europe or the Middle East could accommodate so much death or find Nazism appealing, especially the university educated.

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

1. an infinite channel universe with complexities affecting Hollywood, universities and other manufacturers of culture;
2. birth rate collapses almost everywhere but Africa plus migration without precedent;
3. genocide and democide;
4. Christianity's decline and the rise of adversaries;
5. the inchoate return of misogyny, homophobia and other anti-democratic phenomena;
6. the rise of the United States and China – disorder in the former, instability in the latter;
7. upheaval in Islam;
8. great complexities of race/racism plus re-emergence of almost two millennia of anti-Judaism;
9. the old censorship of dictators and advertisers plus the new censorship of Big Tech.

IIc Many Empirical Objectives

The course looks at the politics of popular culture from many perspectives – the pandemic, equality, freedom, censorship, discrimination, genocide, pesticides, fairness, achievement, gender, China, Communism, fascism, Iran, Islam, Islamism, Russia, misogyny, racial thinking, racisms, religion, religious discrimination, Aboriginal populations, education, birth rates and inter-cohort inequality. We may also look at culture from other angles, e.g. the lazy minds of humans.

Empirical or quantitative research will receive emphasis. Valid data are almost essential for objectivity. Some data skills may enhance your graduate school and/or job prospects and/or income.

III Course Purposes

Some of the intended skills and their value are 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	Such knowledge might enhance career success in government, PR, lobbying, public affairs, entertainment, marketing, party politics or a related field.
3.	Getting information	Mastering quantitative information sources may enhance job seeking, graduate study, income success, and role as an informed citizen.
4.	Unknown (“Black swan”)	Guessing what people don’t think about may become essential for success.

Organizational 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);xxx
- c. Lectures – may give themes for discussion;
- d. Discussions – they may inspire your thinking;
- e. Disagreement – highly welcome – 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	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"> o Based on course content and events. o Missed tests will not normally be replaced. o First six tests are worth 30% of the course, seventh tests worth 10%.
C. Research paper	Uploaded per syllabus	50%	Medical/other reasons with	<ul style="list-style-type: none"> o Team research with an emphasis on primary research involving quantitative data as outlined below.

Task	Date	% of Total Grade	Extension Dates	Comments
	below		written permission	○ 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	Based on quality, including new facts/interpretations, not intervention quantity or attendance. 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% with other grades reduced to 80%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn. This option takes effect if all other course requirements are fulfilled.

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 be in seven classes;
- Courteous disagreement is welcome during classes or conversations;
- Forthright 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:

Emails

Please follow these norms:

- On subject line, include course number and 1-2 words re purpose;
- If to arrange a Zoom meeting, include 2-3 scheduled options and explain purposes;
- If on group project, always c.c. all team members.

- 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. Astute, these authors may be especially resistant to brutal dictatorships. For tests, students will be expected to follow the news from MSM and non-MSM sources from print, Internet and broadcasting.

Short Tests

- Final test worth 10%.
- Other six worth 30%. The first or second missed test will receive a grade equal to the average of the one preceding and the one successor test. Other missed tests may receive a grade of zero.

Vc Emailing Prof. 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/submng-assignments/>

VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Written or oral queries/questions about term	Major queries/questions	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible.

Task	Date	% of Total Grade	Extension Dates	Comments
paper, research projects	welcome			
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%. ○ Each of the first two missed tests will received a mean of the immediately preceding and succeeding tests. Subsequent missed tests may receive a grade of zero. ○ 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. ○ Approx. test dates are indicated int
C. Research paper	Deadline March 15.	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. Much empirical data and analysis, i.e. quantitative data, are required for each essay.
F. 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%

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.

VIIc Term Paper – Research Quality

Quality empirical research requires clear, concise writing about

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.

- the purpose of the paper;
- why the topic matters;
- quantitative data you collect and/or analyse;
- 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 our challenging economy.

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.

VIIf 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.

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;

Team exceptions – topics not pre-authorized and single authorships will be considered and usually granted, albeit always in writing.

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.

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.

VIIIh 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, 2024	Cda: GM and NP. UK: Telegraph and Guardian. USA: possibly NYT, Fox News, and MSNBC. Perhaps others (e.g. France, Italy, Sweden, Israel, Australia, India. Japan)
B. Covid origin	Media treatment of likely origin Jan. 1, 2000 to Jan. 31, 2024	Analogous to above
C. Movies – Popularity or Impact or Principles	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 or principles of democracies	Four options come to mind but you may conceive of a 5th: 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 Academics – the academic journals in principal democracies (e.g. in politics, economics, public administration, and domestic policies); or Great writers – concerns expressed about internal threats to democracy by classic writers about democracy such as Locke/Penn/ Montesquieu/Jefferson/Paine; or 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 (not a synonym for Islam)	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 data 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
<p>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>	<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>	<p>Please feel free to consult Ms. Blake about library search procedures and Prof. Winn about search procedures too.</p>

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),
- 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. 10: 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

Why Many References?

- Many readings are listed because thoughtful people may seek a diversity of sources for confidence in the accuracy of what they read.
- The principle of source diversity matters. Students are not expected to have the time to read all or even most of the readings. Long source lists have been presented in Prof. W's syllabi for decades;
- A few additional items may appear in PPT's.

2. Jan. 17: (a) Library Skills, (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/_AFt7ilP3Bg 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.
- Rosemarie Zagari, *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://oculcr1.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)

Test Dates

Final dates will be confirmed by email at least 3-4 days before each test date. Dates below are accurate estimates.

3. Jan. 24: Academic Prism Continued; Recapitulation of Course Paradigm and Research Skills; the Importance of Primary Research Techniques in the Internet Era; Possible Test

- 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).
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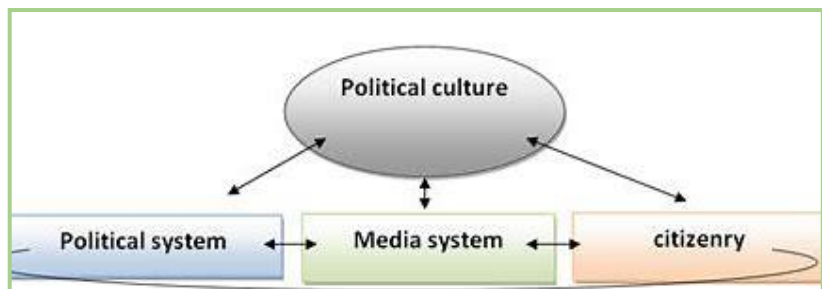
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- David T. Z. Mindich, *Tuned out: Why Americans under 40* (New York: Oxford University
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- Theodore Dalrymple, 'An imaginary scandal', *The New Criterion* (2000)505)
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Term
Paper

Upload
March 20,
2024.

6. Feb. 14: Arts

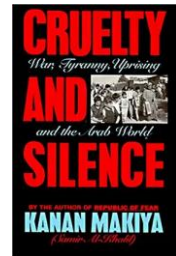
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- Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006).
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- Bernard Lewis, *What Went Wrong?: The Clash Between Islam and Modernity in the Middle East* (New York: Oxford, 2002).
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- 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>
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- 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.
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- 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.
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- 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).
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- Morton Keller, *In Media Disgrace: American Media and the Collapse of Standards*, *Hoover Digest* (Summer, 2004). www.hooverdigest.org/043/toc043.html

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- Brent Bozell, *A Porn-Pop Summer*, || August 21, 2009, available at <http://townhall.com/columnists>
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- 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 Pres, 2011)



10. March 20: Commentary on Mass and Elite Cultures, Possible Test

- 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 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 27: 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. 3: Culture, Unculture and the Case of Comics, Student Presentations, Possible Test

- Ken Quattro, *Invisible Men: The Traiblazing 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. 10: 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

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/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

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:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For

considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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 details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy 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, websites, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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. 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.
