

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

Fall 2020

PSCI 3406
Public Affairs and Media Strategies
Thursdays 8:35 a.m. – 11:25 a.m.
This course will be held remotely online

I General information

Instructor: Professor Conrad Winn

Office Hours, Scheduling, and Communication:

- Office hours September -- Monday, Tuesday, and Friday 9 a.m. to noon;
- Office hours October 1 onwards: -- Monday 9-11 a.m. and Friday 9-11 a.m.;
- Office hours pre-scheduling required -- Please offer 2-3 time options by email if at least 24 hours ahead, if less by text message (416-460-5844) providing full name and course;
- Normal communication – asynchronous videos, syllabus, and tests via BBB; classwide information from instructor via BBB/Big Blue Button or email; proposals and term papers from students via BBB; lectures and discussion groups via Zoom;
- Communication between Student Teams/individual students and Professor: FaceTime, WhatsApp, Skype, or Telephone;
- Carleton email rules -- Carleton rules require student written communication to be via official Carleton email and/or cuLearn, not from a personal email account.

II Course Description

IIa Five Goals—How You May Benefit

The following are the formal and informal goals of the course:

- How democratic-minded people influence media and voters in democratic nations – helpful for your role as a player or a citizen;
- How tyrants influence media – helpful for self-defence against some fake news;
- How governments, owners, journalists, and advertisers influence media in democracies – helpful for offence if influencing media and for defence against misleading information;
- Empirical and scientific research skills – vital for increasing graduate school and job prospects in a brutal economy;
- Free, open, courteous disagreement welcome – polite disagreement often leads to better information, better solutions and/or better outcomes.

IIb Seven Paradoxes of Public Affairs

“Public affairs” is a euphemism for communication to persuade large audiences. In Canada, “public affairs” is also sometimes shorthand for lobbying. The term “media strategies” alludes winning hearts and minds using old media, new media, and/or para-media such as think tanks or universities.

Seven Paradoxes of Public Affairs and Media Strategies are:

1. Technology revolution – new media, think tanks, and big tech are each surpassing old media;
2. Newsmaker revolution – players use the Internet to bypass and even supplant old media;
3. Tyrants – dictatorships use technology and payola to disseminate fraudulent news;
4. Metrics – measuring audiences and their reactions is essential for public affairs effectiveness;
5. Humans – sometimes brilliant, but often lazy, preferring unjustified simplicity to intelligent complexity;
6. Academics – sometimes brilliant friends of democracy, sometimes its harmful enemies;
7. Success – technology and the economy change often but rarely the rules for effective persuasion.

IIc Public Affairs Victory

Each week, the course looks at winning strategies. A partial list of themes about winning includes the way the human mind works, charisma, rhetoric, think tanks, research, and Internet. We will look at the public affairs implications of conflict related to the pandemic, equality, freedom, social and media discrimination, genocide, fairness, achievement, China, Communism, fascism, Iran, Islam, Islamism, and Russia plus other themes like fair victory in a fair election.

We will look at the public affairs implications of many factors, including

- ethno-racial inequalities,
- inter-cohort inequalities,
- negative birth rates,
- immigration,
- Europe’s decline,
- the debt explosion, plus
- themes recommended by students.

IIId New Course Features in an Era of COVID plus Political-Economic Risk

The following receive some emphasis:

- URL-accessible new media, think tanks, research institutions, and governments are emphasized ... because they matter;
- New short readings ... time-sensitive, event-driven writing often discuss what others may be oblivious to;
- New URL sources ... because they are often more immune to threat, hence more useful;

- Paper’s Requirements**
- A team of two for each paper ...it builds skills;
 - Must be empirical... such skills boost your prospects;
 - Must be in Word with Excel tables...a CU requirement;
 - Must be submitted via cuLearn; one team member submits for both.

- Recent security challenges (e.g. China, Iran plus) ... mean that security needs attention;
- Knowing opponent paramount ... because success requires forestalling its actions;
- Strengthening your skills ... enhancing skills gives advantage in the emerging economy.

III Format – Lectures, Discussions, Tests, Ungraded Quizzes, and Term Papers

Key organizational features of the course are:

- a. BBB/Big Blue Button – for asynchronous videos, announcements, and your assignments;
- b. Zoom – for lectures and discussion groups;
- c. Asynchronous presentations – videos on cuLearn of 5-35 minutes available days before class;
- d. Multiple choice tests, graded – dates shown below;
- e. Short quizzes, ungraded – on some non-test dates for subsequent discussion;
- f. Synchronous presentations – may give discussion groups possible themes for discussion;
- g. Discussion groups – lasting 45-60 minutes, they share with the class a 100 word summary of what they did;
- h. Re-assembly – classes normally re-assemble briefly to learn about the different discussions;
- i. Graded tests (Sept. 17+) and ungraded quizzes for discussion – see schedule;
- j. Lectures – please interrupt to ask a question or disagree courteously on anything;
- k. Term paper proposals – see options on a later page;
- l. Office hours – longer in September to help with the term paper.

IV Learning Outcomes

The ensuing matrix lists some desirable course outcomes, benefits, and why valuable.

Desirable Outcome for You	Potential Benefit to You	Why Valuable
More time concentrating on media of opponents, not allies	Better understanding of opponent	Increases victory prospects
More in depth research	Improves success	Higher grad school/job success
Knowing data, think tanks, research, new media	Knowledge leads to success	Similar to above
Learning what you reject	Improves PA success rates	Similar to above
Learning different viewpoints	Enhances many types of success	Similar to above
Higher empirical/data aptitude	Enhances comfort/skill/prospects	...plus...publication chances
Gauge opponents' attitudes	Potentially weakening their support	Similar to above
Gauging swing voter attitudes	Increases chance of a winning	Similar to above
Gauging your supporters	Increases supporter loyalty	Similar to above
Better understanding of data	Enhances data comfort and skill	New chance for publication
Satisfying submission dates	Time sensitivity reinforcement	Deadlines vital for success

V Texts/Readings/Lectures/Sources and Messaging Professor Winn

Va Textbooks – None

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

Vb Sources – Readings, Videos, Lectures, Discussion, Discussion Summary

You will find: (a) asynchronous videos on cuLearn most weeks, (b) often class tests for grading or ungraded quizzes for discussion, (c) a live, synchronous lecture, and (d) class break up into a 45-60 minute group discussion concluding with a 100 word, written summary to be shared with the class.

Vc Two Types of Readings – Books vs. URL References

For each week, two types of readings are presented:

- Academic readings – so that you may be aware of how much scholarship exists and potentially read the ones identified with an asterisk;
- URL references from think tanks and non-university authors – essential because short, timely, and uncommon in courses.

Some students may find learning about the independent-minded thinkers on URLs helpful for decades to come, partly because these authors may be especially in touch with changing events and resistant to threat from brutal dictatorships. For tests, students will be expected to read the URLs and be aware of the works in the scholarly lists, more familiar with ones identified with an asterisk.

Vd Communicating with Professor Winn – 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.

VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Possibilities	Comments
A. Research proposal	Uploaded Fri. Sept. 25	10%	For medical or personal reasons	Students will receive 6 points when reflecting effort, 8-10 points if excellent.
B. Six Multiple choice tests	Sept. 20 and others	35%	University rules.	Based on course and new – the 6th worth 10%, others 5% each.
C. Research paper	Uploaded Fri. Nov. 13	45%	Medical or personal reasons	Students may select any approved topic, exceptions with instructor’s written permission.
D. Participation in class/discussions	All	=/<10% extra	NA	Discretionary.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission.

VII Evaluation in detail

VIIa Quality Writing

Quality writing involves: correct grammar, citations placed at the bottom of the page on which citation appears, and complete bibliographic references. First sentences in paragraphs are normally short and in active tense. Adjectives/adverbs should be used sparingly. Plagiarism is serious.

VIIb Test Questions (Graded)

The multiple choice test questions may ask about news, political conflict, syllabus, lectures, videos, group discussions, public affairs strategies, data sources, authors, and empirical methods.

VIIc Proposal and Paper

Final versions of proposals and papers should be submitted via cuLearn by due dates (see box), written by two co-authors but submitted by one. Please satisfy the following characteristics:

- In MS Word with data in Excel per Carleton rules;
- Data normally original;
- Deadlines observed;
- Proposals with the structure described below;
- Final papers with more flexibility of structure;
- Proposals and papers address a topic in VIIe, below, or receive written permission for an alternative;
- Exception to the two author requirement needs instructor's written permission.

Research Help and Deadlines

- Tests – First missed test will have grade imputed as average of your other tests; MD note for others missed
- Late submissions or missed tests—accepted with a MD note at date determined by Prof. Winn.
- Deadlines—first test Sept. 17, proposal and paper via cuLearn Sept. 25 and Nov. 13.
- Librarian Aleksandra Blake available to advise on content-analysis sources and Prof. Winn on design, media, sampling and other aspects.

VIIId Proposal Structure

Proposals may have sections devoted to: proposal's purpose, justification, data, media (if, which, and why), sampling (if, how, and why), and results (tables, graphs, or another approach).

VIIe Authorized Topics for Proposals and Followup Papers

Authorized Topics—Joint Proposals due on Sept. 25th, Joint Papers on Nov. 13th

Area	Authorized Topics	Data	Assistance
A. Democracy – Media, Polisci	Compare media definitions of democracy with political science definitions	Content-analysis of left and right media in selected democracies and political science texts	<ul style="list-style-type: none"> ○ Prof W: dates/ code/media etc. ○ Ms Blake: data
B. Publics on China	Compare polls on changing attitudes towards China over the past 25 years	Search media/pollsters' sites in Cda/US/UK/Fr/Au/NZ plus	<ul style="list-style-type: none"> ○ Ms Blake: data ○ Prf W options
C. H Rights –	Compare coverage re amt., accuracy, distinction between real/false claims	Compare real and pseudo-rights organizations	Above plus true/ false claims etc.

Media, Hist	Compare actual HR in international orgs with media coverage	International agencies, UN etc	Ms Blake plus Prof Winn as above.
D. China — Western Media Only/Mainly	Compare coverage of mass murder by China – more than Soviets/Nazis.	Content-analysis of left and right media across nations and dates.	○ Analogous to above.
	Alternative would be < media/yrs, adding Nazi/Nazi allies/Soviet/Japanese Imperial and/or India vs. Pakistan genocide/democide.	Analogous to above	○ Analogous to above.
	Compare coverage of abuse of Uighurs, Tibetans, Falun Gong, plus	Analogous to above	○ Analogous to above.
	Compare media coverage re IP theft/hacking/IT viruses/bio war plus	Analogous to above	○ Analogous to above.
E. COVID–News vs party	Presidential preference vs. pro/anti-Trump angle of COVID news	Analogous to above	○ Analogous to above.
F. Corp Tax Avoidance	Which U.S. sectors/firms pay low tax and their successful strategies	Business media, tax books, tax periodicals and/or exec interviews	○ Analogous to above.
G. Universities foreign bias	Foreign influence thru social science, Confucius Insts, and/or ME programs	Media/book revs, univ histories, interviews	Consult Prof. Winn, Ms. Blake
	Past imperial/slavery/Nazi links; hist & current ethno-racial preferences	Similar to above plus admission standards	Analogous to above

Topics Involving Collaboration with a Senior Student and Professor Winn’s Written Authorization

Special Topics	Assistance
H. Content-analysing academic journals’ treatment of the concepts of left, right, and democracy	○ Collaborating with one advanced student and Professor Winn
I. Content-analysing the treatment of China in media among advanced democratic nations	○ Collaborating with one advanced student and Professor Winn

A student with his/her own idea or keen on collaborating on projects H or I should consult Professor Winn by September 17th. All essays will normally involve quantitative data collection and analysis. They will discuss briefly implications of the data for public affairs strategies.

VIII Course Schedule – Topics, Reading, and Tests

Preface

Classes will tend to have

- one or more videos posted on cuLearn several days ahead of the lecture,
- brief tests at the beginning of classes specified below,
- some ungraded quizzes for discussion,
- a live lecture for which your thoughts are most welcome and lasting no more than 30 minutes,
- 45-60 minute breakup discussions concluding with a 100+ word report from each discussion group to be shared with entire class, and
- a brief conclusion with all of us together.

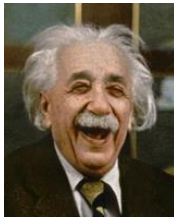
Participation in Synchronous Lectures and Discussions

- Technology – The instructor uses a gig, a box-to-computer chord, and a mic. A 500 meg service plus a mic are recommended.
- Videos – Asynchronous lectures will be less controversial than synchronous.
- Disagreement is welcome! Kindly be clear so everyone understands and concise because not everyone values disagreement.

Early weeks will place extra emphasis on empirical methods, proposals, and papers. Early weeks will also provide more consulting hours.

Most weeks below provide two lists of potential readings—library works and URLs. Time permitting, please skim through the small subset of library works that have an asterisk (star). The first example is “*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)”. Please also consult as many items on each week’s URL list as time permits.

1. Higher Education, Politics, and Research:
(a) Universities—Who Serves Whom,
(b) Political Persuasion—What Info Do You Need for Results,
(c) Spotting Motives—Does It Matter, and
(d) Empirical Research—How to Make It Serve You (Sept. 10)



Vs.



Library (asterisk indicates special importance)

1. *Unless otherwise indicated, the following items are taken from *Dan D. Nimmo and Keith R. Sanders, eds., *Handbook of Political Communication* (Beverly Hills: Sage, 1981): Robert L. Savage, “The Diffusion of Information Approach,” chap. 3; Maxwell E. McCombs, “The Agenda-setting Approach,” chap. 4; Richard Hofstetter, “Content analysis,” chap 19; Alan Rubin, “Uses, gratifications and media effects research” in Jennings Bryant and Dolf Zillmann, eds., *Perspectives on Media Effects* (Hillsdale, N.J.: Lawrence Erlbaum, 1986).
2. J. Grimmer and B. M. Stewart, “Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts,” *Political Analysis* (January, 2013)
3. Allan Bloom, *Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (2012)

Special Note

- First weeks – mini-lectures on Empirical Proposals and Research Papers plus more office hours.
- Library items – please emphasize only those asterisked.
- URL items – please read and/or find out about as many as time allows.

URL's

1. Course syllabus – please read it very carefully.

2. Please think carefully of whom you would like as a research partner among students in the class and about different projects that your potential partner and you might discuss carrying out.

Tasks to Think about or Do

1. Course syllabus – please read it very carefully.
2. Please think carefully of whom you would like as a research partner among students in the class and about different project options that you might consider carrying out. Your joint submission is due Friday Sept. 25.
3. Please ask yourself about the public affairs or PA facing each of the following:
 - a. democracies,
 - b. the west,
 - c. media – old and new,
 - d. your generation,
 - e. Australia,
 - f. France.
4. Spend some of your spare time reading or glancing at newspapers from beyond Ottawa, (i) especially in the U.S. and Canada plus (ii) the U.K., Australia, India, Israel, and Nigeria, (iii) China, Japan, Taiwan, South Korea, and Viet-Nam, (iv) France, Germany, and Western Europe, plus (v) areas of special interest. Please ask yourself why these countries are chosen and organized in this way.

2. The Mind—How Can Genius and Idiocy Cohabitate (Kahneman), (a) Global Drama—China’s Rise, Europe’s Decline, Christianity’s Retreat, Neo-Iranian Imperial Dreams (224–651 AD), Incremental Sunni-Israeli Conciliation, U.S. Upheaval, Intergenerational Inequality Exploding across the West, (c) Empirical Research—More on Making It Serve You (Sept. 17; Test)

Library

1. Main lecture on System 1 Thinking and the laziness of the human brain.
2. *Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)
3. Terence Flynn, "Do They Have What It Takes? A Review of the Literature on Knowledge, Competencies, and Skills Necessary for Twenty-First-Century Public Relations Practitioners in Canada," *Canadian Journal of Communication* 39.3 (2014): 361-384 available online at proquest.

URL's

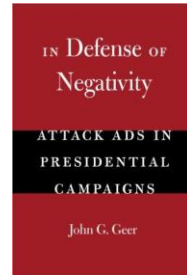
1. Judith Bergman, China: The Perfect High-Tech Totalitarian State, 18 June, 2019
<https://www.gatestoneinstitute.org/14365/china-totalitarian-technology>
2. <http://sultanknish.blogspot.com/2019/08/16-muslim-countries-endorse-china.html>
3. Weakness of Russian collusion investigation (24 July, 2019): <https://pjmedia.com/trending/twitter-reacts-to-mueller-claim-hes-not-familiar-with-fusion-gps/>
4. China vs. U.S. –potential for a long fight:
<https://www.nytimes.com/2019/08/07/business/dealbook/china-us-trade.html>

5. Why Canada to ban Beijing's Huawei: <https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/> 2019012
6. Raymond Ibrahim, "Another Ignored Genocide of Christians Plagues Burkina Faso," 15-Dec-19 at <https://www.gatestoneinstitute.org/15288/genocide-christians-burkina-faso>
7. Guilio Meotti, "Hungary's Prime Minister Viktor Orbán: Europe's Solitary Defender of Persecuted Christians" 14 Dec., 2019 at <https://www.gatestoneinstitute.org/15285/viktor-orban-persecuted-christians>
8. Majid Rafizadeh, "In Iran, It Is a Crime to Be a Christian" December 29, 2019 at <https://www.gatestoneinstitute.org/15229/iran-christians-persecution>
9. Guilio Meotti, "Christians Beheaded for Christmas, The West Goes Back to Sleep" January 5, 2020 at <https://www.gatestoneinstitute.org/15369/christmas-christians-beheaded>
10. "Turkey's No Longer Best-Kept Secret: Islamized Christians" in *The Persecution of Christians* 12 January, 2020 at <https://christianpersecution.com/turkey/turkeys-no-longer-best-kept-secret-islamized-christians/#:~:text=Turkey%E2%80%99s%20No%20Longer%20Best-Kept%20Secret%3A%20Islamized%20Christians.%20Persecution,Empire%20and%20its%20successor%20state%2C%20the%20Republic%20>
11. Lawrence A. Franklin, "China's War on Religion Ensnarers American-based Pastor John Cao" 18 March, 2020 at <https://www.gatestoneinstitute.org/15743/china-war-on-religion>
12. Bassam Tawil, "Who's Attacking Palestinian Christians?" March 8, 2020 at <https://www.gatestoneinstitute.org/15690/attacking-palestinian-christians>
13. Guilio Meotti, "The Vatican Surrenders to China," 22 March, 2020 at <http://www.ruthfullyyours.com/2020/03/22/the-vatican-surrenders-to-china-by-giulio-meotti/#:~:text=%20The%20Vatican%20Surrenders%20to%20China%20by%20Giulio,Benedict%20XVI%20saw%20the%20danger%20of...%20More%20>
14. Uzay Bulut, "Turkey: Pressures, Attacks, and Discrimination against Christians" 29 March, 2020 at <https://www.gatestoneinstitute.org/15789/turkey-christians-attacks-discrimination>
15. Raymond Ibrahim, "Jihadists Martyred Him for Refusing to Renounce Jesus Christ": The Persecution of Christians 12 April, 2020 at <https://www.gatestoneinstitute.org/15878/persecution-of-christians-february>
16. Raymond Ibrahim, "We Have No Mercy on You People": Persecution of Christians, July 18, 2020" 23 August, 2020 at <https://www.gatestoneinstitute.org/16391/persecution-of-christians-july>
17. Clarion Project, China College Funding Scandal– It Gets Worse May 11, 2020 https://clarionproject.org/china-college-funding-scandal-gets-worse/?utm_source=Clarion+Project+Newsletter&utm_campaign=d835d0ad5e-EMAIL_CAMPAIGN_2020_05_13_11_04&utm_medium=email&utm_term=0_60abb35148-d835d0ad5e-7032741&mc_cid=d835d0ad5e&mc_eid=c98ea6b77a

**3. Communications—How to Identify the Right Targets and Actions,
(a) the Paradox of China, (b) the Paradox of Obama,
(c) More on Empirical Research
(Sept. 24; proposal due Sept. 27; paper Nov. 13)**

Library

1. *Thomas Holbrook, *Do Campaigns Matter*
2. *Ford Kanzler, "The Positioning Statement," *Public Relations Q.* (Winter, 1997-8), 18-20.
3. Paek, Hye-Jin, "Mechanisms Through Which Adolescents Attend and Respond to Antismoking Media Campaigns," *Journal of Communication*, March, 2008, Vol. 58 Issue 1, p84-105.
4. Douglas A. Hibbs, "Bread and Peace Voting in U.S. President Elections," *Public Choice* vol. 104 (July, 2000), 149-80.
5. Hans Kepplinger and Wolfgang Donsbach, "The Influence of Camera Perspectives on the Perception of a Politician by Supporters, Opponents, and Neutral Viewers" in David Paletz, ed., *Political Communication Research* (Ablex, 1987).
6. John G. Geer, *In Defense of Negativity: Attack Ads in Presidential Campaigns* (Chicago: University of Chicago Press. 2006) and Valentino, Nicholas A. review in *POQ* Winter 2006
7. Jonathan Rose, "Are Negative Ads Positive? Political Advertising and the Permanent Campaign" in David Taras and Christopher Waddells, eds., *How Canadians Communicate Politically* (Athabaska UP, 2011)
8. Tom Flanagan, *Winning Power* (Kingston: MQUP, 2014)
9. Damian Trilling *et al*, "From Newsworthiness to Share Worthiness: How to Predict News Sharing Based on Article Characteristics," *Journalism & Mass Communication Quarterly* (2016) and/or Matt Shipman, "What New Story Characteristics Make People More Likely to Share It," *Science Communication Breakdown* (June 27, 2016) at <https://sciencecommunicationbreakdown.wordpress.com/2016/06/27/what-news-story-characteristics-make-people-more-likely-to-share-it/8>. International Affairs—Iraq and News Effects (March 2).
10. Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap* (Houghton Mifflin, 2017).



URL's

1. Claudia Cattaneo, "How Canada was outplayed by America in the race to become an energy superpower" (June 3, 2016) at <http://business.financialpost.com/financial-post-magazine/how-canada-was-outplayed-by-america-in-the-race-to-become-an-energy-superpower>.
2. <http://www.businessinsider.com/ben-rhodes-nyt-profile-white-house-2016-5> on how White House deceived media over Iran deal.
3. On media bribery, see Eric Cortellessa, "Where did Ploughshares get its money to sell the Iran deal?" at <http://www.timesofisrael.com/where-did-ploughshares-get-its-money-to-sell-the-iran-deal/>; Ari

Soffer, “J Street was paid by Obama administration to promote Iran deal” at <http://www.israelnationalnews.com/News/News.aspx/212592#.V000XRLmo2x>; and Dexter Van Zile, “NPR Ignores Biased Coverage of Nuclear Deal, Truth About Pro-Iran Mouthpiece” (June 8, 2016) at <http://www.algemeiner.com/2016/06/08/npr-ignores-biased-coverage-of-nuclear-deal-truth-about-pro-iran-mouthpiece/>. On bribery of a senior liberal think tank, see <http://www.politico.com/blogs/media/2013/05/goldberg-slams-brookings-via-qatar-163106> and/or <http://www.algemeiner.com/2014/09/07/hamas-backing-qatar-also-funding-brookings-institute-home-of-former-u-s-mideast-envoy-indyk%E2%80%8f/>.

4. <https://aibr.org/downloads/EPSTEIN & WILLIAMS 2019-WPA-Evidence-of-search-engine-bias-related-to-2018-midterm-elections.pdf>
5. <https://www.politico.com/story/2019/08/07/white-house-tech-censorship-1639051>
6. <https://www.meforum.org/islamist-watch/58905/prominent-california-islamists-praise-imam-call>
7. <https://www.gatestoneinstitute.org/14293/facebook-government-censorship>
8. <https://clarionproject.org/qatars-vision-shapes-american-classrooms/>
9. https://newsroom.carleton.ca/story/joel-eastwood-pulitzer-wsj/?utm_source=HomepageBanner&utm_campaign=July2019
10. Michael Weiss, “Building Resilience against the Threat of Disinformation,” August, 2020 at https://macdonaldlaurier.ca/files/pdf/20200814_Michael_Weiss_STRAIGHT_TALK_FWeb.pdf?mc_cid=ed21ab6a5f&mc_eid=28931d14f2&mc_cid=ed21ab6a5f&mc_eid=28931d14f2
11. “How China Turned the Pandemic and Protests Into Propaganda Opportunities” in *WSJ* at <https://www.youtube.com/watch?v=16GhLG3voOo&feature=youtu.be>

Friendly Reminder

- Library items – please emphasize ones with asterisks.
- URL items -- please read/find out about as many as time allows.

4. Charisma—Its Power and Weakness.

(a) The Power and (b) Weakness of Academic Predictions (Oct. 1; Test)

Library

1. S.N. Eisenstadt, ed., *Max Weber on Charisma and Institution Building* (University of Chicago Press, 1968) (just to get a sense of Weber’s original understanding of charisma)
2. *Olivia Fox Cabane, *The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism* (New York: Penguin, 2012).
3. *Atkinson, Max. *Our Masters’ Voices: The Language and Body Language of Politics* (London: Routledge, 1984).
4. *Frank Luntz, *Words that Work* (e-book, 2008) available in hardcover from Hachette and at http://www.mohamedrabeea.com/books/book1_10476.pdf
5. Jean K. Chalaby, *The de Gaulle Presidency and the Media Statism and Public Communications* (London: Palgrave/Macmillan, 2002)

6. Allan Mayer, *Madam Prime Minister: Margaret Thatcher and her Rise to Power* (Newsweek Books, New York, 1979) or Wendy Webster, *Not a Man to Match Her: The Marketing of a Prime Minister* (London: The Women's Press Ltd., 1990).

URL's

1. Dick Morris and Eileen McGann, "Advice to GOP Candidates: Avoid Adjectives, Nouns Are Good Enough," www.dickmorris.com (August 23, 2010)
2. <https://www.japantimes.co.jp/news/2019/05/21/asia-pacific/social-issues-asia-pacific/north-korean-females-tell-slavery-gang-rape-china-cybersex-dens/#.XTOSUehKiUk>
3. <http://www.thetower.org/5108-legal-expert-slams-hypocrisy-of-uns-unprecedented-israel-blacklist/>
4. <https://www.gatestoneinstitute.org/14556/alan-dershowitz-new-yorker-david-remnick>
5. <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families' 20150928

5. The Mass Mind—How to Mobilize It and Use the Media, (a) Europe's Fall—Why It Happened, How It Matters, (b) Implications for Public Affairs Strategy (Oct. 8)

Library

1. *For a notorious illustration of the greater power of media compared to secret police, see Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)
2. For the kind of text that major business and government organizations would consult, see *HBR's 10 Must Reads on Communication* (Boston: Harvard BR Press, 2013)
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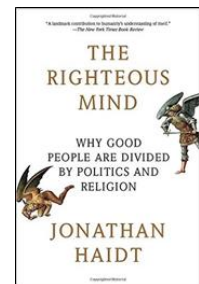
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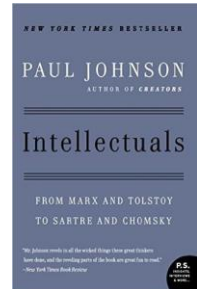
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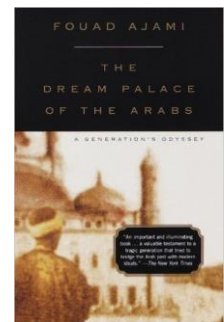
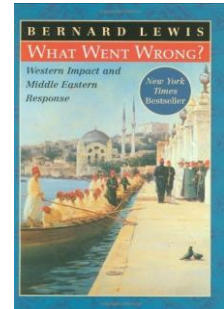
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Academic Accommodations

Accommodations during COVID

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

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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