

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

Fall 2021

PSCI 4003A
Politics and the Media
Thursdays 8:35-11:25 a.m.
This course will be held remotely online

I General information

Instructor: Professor Conrad Winn

Office Hours, Pre-Scheduling, and Communication:

- Office hours weekday mornings on active weeks – Monday, Tuesday, and Friday 9 a.m. to noon. Wednesdays-Thursdays 11:35 a.m. noon. Pre-scheduling required;
- Pre-Scheduling – please send your name and course title with 2-3 time options by (a) email if > 24 hours ahead or (b) text (416 460-5844) if < 24 hours ahead;
- Subject – please provide Information about your topic for discussion;
- Please follow University's communication rules and norms – (a) Carleton email and/or Brightspace, not personal email account, (b) all team members cc'd when subject for discussion is a team project, (c) all team members to participate in the planned discussion of a team project, (d) for oral discussion, use Skype/Teams/Zoom or FaceTime if available, and (e) submit papers in Word and Excel with no PDF's;
- If my response is not timely, please send a reminder;
- Communication of lectures – by Zoom.

II Course Description

Ila Content – Seven 2021 Goals

Emphasis on...

1. non-traditional media sources – think tanks, independent research institutions, Internet and public affairs sources, government data etc. – they are on the rise, old media are in longterm decline;
2. unexpected regions – U.S.A; Canada, the U.K. and Australia/NZ and such diverse English language-oriented democracies as Denmark, Israel, and India; Asia-focused reporting to reflect the dramatic rise of China and Asia; and less emphasis on Europe given its continual decline;
3. democratic governments and conventional authorities – some protection against fake news;
4. empirical methods – for students' competitive advantages in a potentially brutal economy. The emphasis will be on empirical/quantitative methods but rarely narrowly statistical;
5. media manipulation – to protect yourself against tyrants who lie and non-tyrants who fear them;
6. honest disagreement in class – courteous dissent leads to more knowledge and less risk for the dissenter; and

7. creative thinking – because rigidity can be a barrier to knowledge.

IIb Aims – Fathoming a Dramatic Era

In normal times, the ability of humans to understand events is constrained by three factors:

- laziness – humans often think little, as shown by Nobel prize winner Daniel Kahneman in his *Thinking, Slow and Fast*. Even if Daniel Kahneman were wrong, the ability of humans to understand their world would be constrained by little time left after work/friends/family and little energy or time to find evidence to help distinguish among various kinds of lies;
- culture – media audiences and even democratic governments may have very little interest in quality reporting about international or business affairs; and
- corruption – tyrants either bribe/threaten media owners, journalists, advertisers, politicians and/or governments to constrain what media reveal about the murderous conduct of dictatorships or use third parties to do so.

The preceding challenges to understanding the news are normally great in dramatic times. Our dramatic times are made more dramatic by some of the following factors:

- Media – the death of countless MSM in the democracies, declining skills and modest public confidence in media along with the dramatic rise of media alternatives;
- Democracy – the failure of dozens of dictatorships to become democratic, persistent corruption in the democracies, and modest attachment to democratic values;
- Europe – evidence of its longterm economic and demographic declines and only moderate attachment to democratic values;
- The United States – instability in the economic and military giant among the democracies;
- Totalitarianism – China's rise and its uncertain future, rebirth of Iran's ancient imperialism and its government's unpopularity, and rebirth of Turkey's recent imperialism and its economic decline;
- COVID – uncertainty about its origin and fear of its future;
- The economy – the effects of exceptional spending on inflation, uncertainty, and inequality;
- Strange military changes – for example, the rise of drones and systems.

The dramatic changes of our era call for modifications to any approach to understanding media. We will sometimes place some emphasis on

- the past (e.g. WW2) – past democides are often more knowable than those of the present;
- new media, think tanks, research institutions, governments – they matter more than ever;
- short URL readings – their time-sensitive, event-driven writings often reveal a certain fearlessness;
- dangers (e.g. China, technology, Iran plus) – safety may need more attention than ever;
- empirical/quantitative skills (almost never statistics) – such skills may give you competitive advantages unavailable to others.

IIc Objectives – Mastering Some Paradigms

Two key paradigms are that actual and reported news may bear limited resemblance to each other and that our current MSM landscape hardly resembles what we knew in much of the 20th century. It follows that you should magnify your bibliographic sources and ask yourselves how true is every story. It follows that you should try to meet whenever possible with independent/think tank scholars and

business leaders with keen foreign and international interests. Please also be aware of the following sources:

- Tom Watson and Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012) as an illustration of owner chicanery,
- Neil Postman, *Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness* as an illustration of media superficiality,
- Timothy Crouse, *The Boys on the Bus* for group think or Gay Talese, *The Kingdom and the Power* on the mega-power of the NYT in its heyday,
- Marshall McLuhan, *The Medium is the Message* on the then emerging power of television,
- James Fallows, *Breaking the News* on the phoniness of journalists,
- Sharyl Attkisson, *Slanted: How the News Media Taught Us to Love Censorship and Hate Journalism* (HarperCollins, 2020);
- Alex Berenson's best seller series entitled *Unreported Truths about COVID-19 and Lockdowns* (2021), valuable because of current relevance;
- Robert M. Smith, *Suppressed: Confessions of a Former New York Times Washington Correspondent* (2021), valuable in part because of revelations;
- Nobel prize winner Daniel Kahneman's web lectures or, better still, his *Thinking, Slow and Fast* for its understanding how human beings think or, more precisely, hardly think at all.

IId Source Material

Students may be tested on lectures, news events, and weekly readings that are emphasized in the syllabus or class. Students are asked to be *sceptically* aware of

- traditional media such as CBC, CNN, Fox News, Globe and Mail, National Post, Wall Street Journal, Times (London), Telegraph, Washington Post and the many other media of the District of Columbia, Singapore Straits-Times, Jerusalem Post, Times of India with an emphasis on media that you disagree with,
- countless other new niche media such as salon.com, pjmedia, gatestone, mediaresearch.org, instapundit.com, discoverthenetworks.org, dailykos.com, townhall.com, investigative project, jihad watch, politico, clarion, Middle East Forum, Tammy Bruce, the Tower, Daniel Pipes, israelunwired, americanthinker, AEI, the Broadbent Institute, PEW, Council on Foreign Affairs, CapX, the Henry Jackson Society, and memri.org plus others among the readings in this syllabus –emphasizing those with which you disagree or that you find surprising, and
- data and information companies such as Statista, Janes, Debka, and investment advisories such as Mauldin Economics.

Sources —Three Types

Each week has or may have

- traditional readings in the syllabus – please read or make yourself aware especially of those with asterisks;
- URLs/references in the syllabus – from think tanks, alternative media, other news sources or independent thinkers – please read or become aware of as many as possible;
- Readings or videos references in PPT lectures.

Please keep paradox in mind. Sometimes the most valuable data are free or very expensive, not the mid-priced. Sometimes the ones you do not agree with remain very valuable even if they fail to change your opinion. The media sources you disagree with most may be especially valuable by giving you advance warning of potential strategies of your adversaries.

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

Key organizational features of the course are:

- a. Zoom – for lectures and discussion groups;
- b. Multiple choice tests, graded – dates shown below in lecture schedule;
- c. Lectures – please interrupt to ask questions or disagree on anything;
- d. Discussions welcome;
- e. Disagreement welcome, even substantial so long as courteous;
- f. Many term paper topics are outlined below. Alternative empirical-quantitative options are welcome while requiring at least brief team-professor discussion and written approval.

IV Learning Outcomes

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

Desirable Outcome for You	Possible Value
Greater understanding of past/present limits of traditional media	Increased alertness about the value of a true diversity of sources
More exposure to alternatives to traditional media	More job/grad school success
Learning facts and sources of specialized news	More job/grad school success
Enhanced ability to evaluate truthfulness and value of conventional news	More self-protection and more usefulness in graduate school or employment
Greater empirical. i.e. quantitative data-related experience through reading and research	Possible job/univ/politics success & publication
Greater understanding of why politicians/voters think what they think	More success
Satisfying submission dates	Deadlines are often crucial to success

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

Va Textbooks – None

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

Vb Lectures, Testing, Disagreement, and Sources

Please note that

- Queries are welcome in class;
- Multiple-choice tests will begin seven classes;
- Tentative disagreement is welcome;
- Forthright disagreement is welcome, especially when combining courtesy, evidence, and respect for students who prefer disagreements that are clear, short, and polite.

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 potentially read the ones identified with an asterisk;
- Think tank and non-university sources in the syllabus – essential because short, timely, and often more aware of current events;
- Varied sources in the PPTs – valuable because they sometimes involve excellent speakers or historical overviews at excellent museums.

Some students may find learning about the independent-minded thinkers on URLs helpful for years to come. These authors may be especially in touch with changing events and 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.

Tests

- Compulsory, the final test is worth 10%.
- The other six tests are worth 30% altogether. The mean of the top four will determine the grade for these six tests. Replacements for missed tests will not normally be provided.

Vc Communicating with Professor Winn – Carleton University 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.

Papers are to be uploaded to Brightspace on Nov. 10th or 11th 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, methods, 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.

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 especially welcome in September	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	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	Uploaded Thurs. Nov. 12 or Fri. Nov. 13	50%	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	At discretion of the instructor based on quality. No grade under the combined grade for tests and paper.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission.
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. A 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. 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

- the purpose of the paper;
- why the topic matters;
- quantitative data you collect and/or analyse;
- sampling procedures and how you assured no bias;
- 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 the data in these tables and/or charts.

Some Paper Requirements

- A 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;
- Paper must be empirical – quantitative data skills and/or experience often enhance(s) prospects for graduate school and careers;
- In Word with Excel tables and/or charts...a CU requirement. No PDF's;
- One team member submits for the team via Brightspace.

VIIId 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*. The sources of the data should be complete.

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.

Unlike in statistics courses, an incorrect application of a statistical test or a faulty interpretation of the results may not affect your grade much. If in doubt, please consult Professor Winn.

VII f Term Paper – Size

A strong paper may have many numbered tables and charts but as few as 2-4 pages of writing. A strong paper might consist of about one page or so spelling out

- the paper's purpose,
 - how the data were collected, and
- about one page or so linking the main conclusions to your numbered charts and tables.

Each conclusion should be linked clearly to the chart or table containing data supportive of that conclusion. Please see section VIId for a discussion of table/chart nomenclature. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

VII g Term Paper – Grading of the Empirical/Quantitative Component

The quality of charts, presentation, writing, and data interpretation will influence grades. With respect to the empirical/quantitative data component of the paper, grading will also be influenced by (a) quantity of data, analysis, and interpretation and (b) team size. For hypothetically two teams of the same size, the grade will be higher if the quantity of original data and data analysis/interpretation is larger.

VII h Topics for Papers – Pre- Authorized and Potentially Authorized

Papers are to be uploaded to Brightspace on Nov. 10th or 11th 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.

Accommodation and Research Assistance

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

Table 1: Pre-Authorized Topics

Area	Topics	Data
A. Communist China— Democide and Discrimina- tion	Democide -- beginning with Mao, the PRC murdered more than did Nazi Germany or USSR. One source is R.J. Rummel's Dimensionality of Nations Project.	Beginning in 1948, the project would content analyze L and R media reporting in nations such as US, UK, Ca, Aus, France plus perhaps Germany, India, Israel, NZ, and Sweden.
	Destruction – murder of members of different ethno-religious groups including Falun Gong/Falun Dafa since 1990 for organ re-sale.	Analogous to above since 1990
	Discrimination—Suppression/jailing of Uighurs, Falun Gong, Tibetans, Christians etc,	Analogous to above
B. Nazi Genocide	(a) Pro-Hitler media inclinations across the democracies in 1930's and (b) low coverage of war against Jews beginning in 1933 and of genocide/democide against Jews, Roma, Poles, other Slavs, Communists plus.	Analogous to above for 1933 to 2020
C. Massacres of Armenians and Syrian Christians	Armenians were murdered in the Ottoman Empire (Turkey) in the 1890's, 1909, and especially 1915=16+. Many Syrian Christians were murdered in the latter period. Total might approach 1.5 million.	From 1890's to now, the project would content analyze L and R media reporting in US, UK, Ca, Aus, France plus perhaps Germany, India, Israel, NZ, and Sweden etc., noting that not all countries had consistent media in all years.
D. USA and Race—Non- Reporting	Track English language U.S. media (a) treatment of racist Presidents OR (b) causes of recent jump in fatherless incidence	Content-analysis of key U,S, media across time – complex because of the virtual absence of continuously conservative media.
E. Great Depression- 1929+	Through content analysis, assess quality of media in forecasting and then understanding and explaining the Great Depression	Key regular and business media in U.S., U.K., Canada and Australia plus potentially France and Germany
E. Debt and Economic Forecasts	Debt explosion and economic implications	Content-analysis of key media beginning in 2019 with focus on debt and economic forecasting.
F, Canada and Mackenzie King	(a) Some experts believe that King's diary is the most important book on Canada in the 20 th C. (b) It reveals staunch pro-Hitler admiration, beyond which he was a staunch anti-Asian racist.	MSM content analysis of King from 1921 (he first became PM), 1935 (he last time became PM), or 1974 (initial release of diaries). Four possible themes: anti-Asian racism, treatment of Japanese Canadians pre-1945 or their homes after WW2, attitudes to Hitler/Jews.

Table 2: Potentially Authorized Topics

Area	Topics Potentially Authorized in Writing	Data
<p>Any of these six 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, Coverage of Individuals. U.S. media reporting on secondary players who are presented respectfully but turn out to be (i) criminals (e.g. Michael Avenatti) or (ii) behaved badly (N.Y. Governor Cuomo and/or his CNN journalist brother). You could compare media treatment before and after revelations.</p> <p>Option 2, Social Media: A quantitative overview of articles in perhaps business/ marketing/PR/ communications/public administration academic/professional journals on purposes of government/business use of social media. Interviews might be added.</p> <p>Option 3, 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 4: COVID and cross-media coverage in US/Canada/UK/AUS etc. How do different media cover the topic, what's emphasized/ignored/contradictory. For example, what may be the reporting on financial conflict of interest. For RFK Jr's organization's suit against Rutgers University over its financial conflict of interest, see https://childrenshealthdefense.org/defender/chd-sues-rutgers-university-covid-vaccine-mandate/.</p> <p>Option 5, Political Financing: How have U.S. media covered the role of campaign financing plays in elections, including anonymized information on sources? Is this coverage balanced, and what does the media tend to emphasize/miss?</p> <p>Option 6: Mobile Phones-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 for RFK Jr's Children's Health organization and 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, Reading, and Tests

Preface

Classes will tend to have

- brief tests at the beginning of classes specified below,
- a live lecture for which your thoughts are most welcome including courteous disagreement,
- at the end of some classes, 45 minute breakup discussions concluding with a brief report from each discussion group to be shared with entire class, and
- a brief conclusion with all of us together.

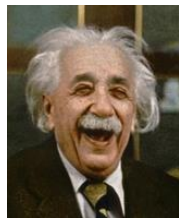
The first few weeks will place more emphasis on empirical (i.e. quantitative data) methods and assignments than later. Most weeks will list (a) academic-type books to know about, (b) URL's to read, (c) varied references in PPT's, and (d) questions to ponder. Academic writings that are especially important to know about may have an asterisk or star at the beginning.

Lecture Technology, Varied Sources, and Disagreement

- Technology – Prof. W. uses a gig, a box-to-computer chord, and a mic. A 500 meg service plus a mic are recommended.
- Sources – Many varied bibliographic sources are presented. The goal is to increase awareness that political life involves uncertainty and deception and hence requires many ways of confirming what is actually happening.
- Non-consensus – Uncertainty and disagreement are both welcome! Ideal disagreement should be forthright, courteous, and candid (e.g. please feel comfortable distinguishing between your hypotheses and evidence you may have.)

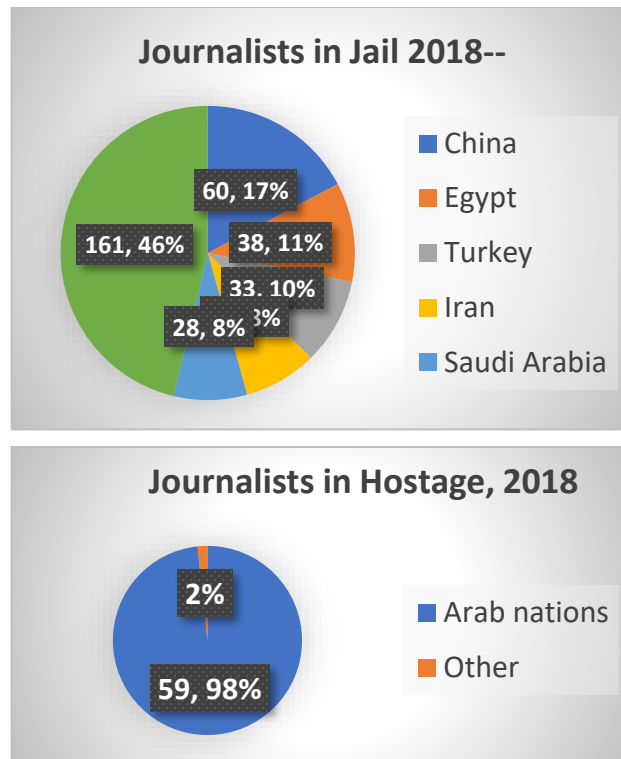
1. Basic Questions about Reliable and Useful Information—

- (a) Journalism—What's wrong or dangerous, why, and what should be our defence
- (b) Academia—What's good according to Einstein and bad according to Edison
- (c) *Reporters without Borders*—what should we conclude and/or do about their charts
- (d) Empirical Research—how do we make it serve you (Sept. 9)



Vs.





2. The Age of Murder—Why Should We Care, Part I –

(a) Ottoman-Turkish Genocide of Armenians 1914-1923,

(b) Japanese Imperial Democides 1937-45,

(b) Record Democides by Communist China,

(c) Media Non-Reporting,

(d) The Extraordinary 21st C Rise of China,

(e) Virtual Non-Reporting of Record Totalitarianism, and

(f) Media Empirical Research—How to Make It Serve You continued (Sept. 16)

Test

Combination of Traditional and Independent Writing

1. *R. J. Rummel, *Power Kills: Democracy as a Method of Nonviolence* (New York: Routledge, 2017)
2. *Powerkills, a major website organized by Professor Rummel to reflect his understanding of mass murder and the agency of Communist, Nazi, Imperial, and other autocracies, not democracies. <http://www.hawaii.edu/powerkills/LIST.HTM>
3. The United States Holocaust Memorial Museum at <https://www.ushmm.org/>, which Professor Rummel recommends as a source and with which he purposely avoids overlap.
4. *Gordon G. Chang, "Wall Street Wants More Frauds from China" (Gatestone, 17 August, 2020)

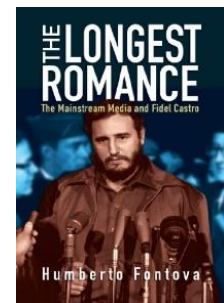
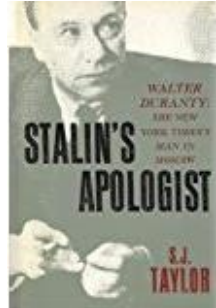
5. Wang, Jenny. "How Managers Use Culture and Controls to Impose a '996' Work Regime in China That Constitutes Modern Slavery." *Accounting and Finance (Parkville)* 60, no. 4 (December 2020): 4331–4359.
6. INFOGRAPHIC: How the Chinese Regime Colluded With WHO During the Pandemic ANNIE WU AND EPOCH TIMES STAFF 1-Jun-20 https://www.theepochtimes.com/infographic-how-the-chinese-regime-colluded-with-who-during-the-pandemic_3372694.html
7. James Q Whitman, *Hitler's American Model: The United States and the Making of Nazi Race Law* Kindle Edition
8. Dinesh Dsouza, *Death of a Nation: Plantation Politics and the Making of the Democratic Party* (Macmillan. 2019)
9. Li-Meng Yan told Fox News that she believes China knew about the coronavirus well before it claimed it did. She says her supervisors also ignored research she was doing that she believes could have saved lives. Barnini Chakraborty, Alex Diaz 20200710 Fox News <https://www.foxnews.com/world/chinese-virologist-coronavirus-cover-up-flee-hong-kong-whistleblower>
10. Gordon Chang, *The Coming Collapse of China*
11. Clive Hamilton and Mareike Ohlberg, *Hidden Hand: Exposing How the Chinese Communist Party is Reshaping the World*.
12. Clive Hamilton, *Silent Invasion: China's influence in Australia*
13. *Robert Spalding, *Stealth War: How China Took Over While America's Elite Slept* 2019
14. *Cathy He, "China Engaged in 'Mass Surveillance' on Americans' Mobile Phones, Report Finds, *Epoch Times* December 17, 2020 at https://www.theepochtimes.com/china-engaged-in-mass-surveillance-on-american-mobile-phones-report-finds_3622636.html?utm_source=newsnoe&utm_medium=email&utm_campaign=breaking-2020-12-17-5
15. 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/>.
16. Srivastava, Rajendra N. "Children at Work, Child Labor and Modern Slavery in India: An Overview." *Perspective* 56 (August 15, 2019): 1-6.
17. Jack Phillips, "Hack of Federal Government Larger Than Previously Thought, Warns CISA," *Epoch Times* 17 Dec., 2020 at https://www.theepochtimes.com/hack-of-federal-government-larger-than-previously-thought-warns-cisa_3623466.html?utm_source=newsnoe&utm_medium=email&utm_campaign=breaking-2020-12-17-5

3. The Age of Murder, Part II
(a) Record Soviet and Chinese Democides,
(b) Nazi Holocaust, Many Nazi Allies' Collaboration,
(c) Cuban Murder Volume
(d) Record 20th C Mass Murder and Virtual Non-Reporting,
(e) Media Empirical Research and Its Benefits to You (Sept. 23)

Test

(a) Semi-Traditional Readings

1. *Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)
2. F. R. Gannon, *The British Press and Germany* (Oxford: Clarendon, 1971),
3. *Rafael Medoff, "The American Papers that Praised Hitler" at <http://www.thedailybeast.com/articles/2015/12/20/when-america-s-media-cozied-up-to-hitler.html>.
4. Neil Prior, "Journalist Gareth Jones' 1935 murder examined by BBC Four" July, 2, 2012 <http://www.bbc.co.uk/news/uk-wales-south-east-wales-18691109>
5. *Esther Delisle, *Myths, Memories, and Lies: Quebec Intelligentsia and Its Fascist Temptation* (Montreal, Davis, 1998).
6. David J. Bercuson and S.F. Wise, eds., *The Valour and the Horror Revisited* (Montreal: McGill-Queen's, 1994)
7. *R. J. Rummel, *Power Kills or his China's Bloody Century or his Statistics of Democide*.
8. *S. J. Taylor, *Stalin's Apologist* (Toronto: OUP, 1989).
9. Allen Weinstein and Alexander Vassiliev, *The Haunted Wood: Soviet Espionage in America* (1999).
10. Mona Charen, *Useful Idiots* (Washington, D.C.: Regnery, 2003)
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Readings – Why So Many?

The expectation is not that you will have time to read all the readings or agree with all of them even if you manage to find enough time.

The goals are for you to

- see the benefit of becoming aware of so many sources,
- embrace reading articles with diverse points of view, and
- become alert to issues you may not have thought about before.

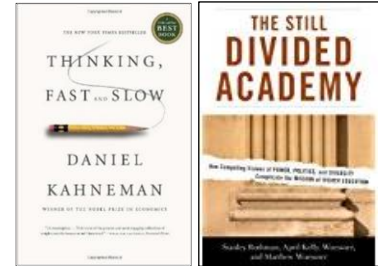
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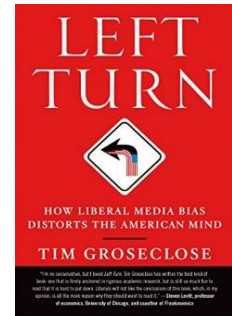
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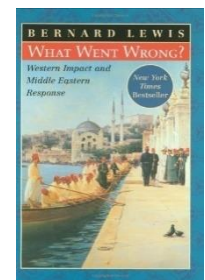
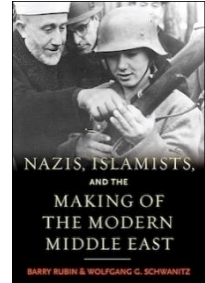
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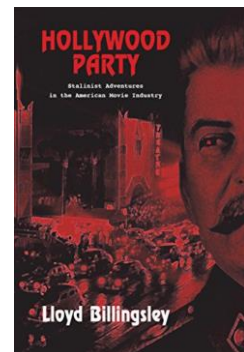
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Test



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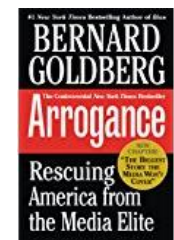
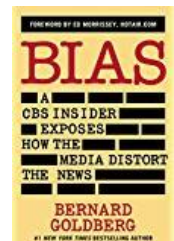
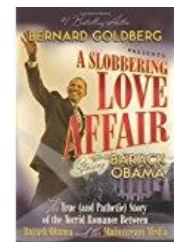
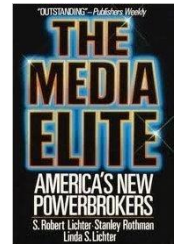


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(b) Somewhat Independent-Minded Readings

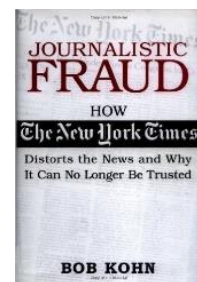
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3. <https://www.c-span.org/video/?c4808035/googles-election> Senate interview with psychologist Dr. Robert Epstein
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10. Turkey orders censorship of Netflix over gay character, causes doubts over the company's future in the country Cindy Harper *Reclaim the Net* 19-Jul-20
<https://reclaimthenet.org/netflix-turkey-ask-101-gay-character/>
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https://www.theblaze.com/news/trump-twitter-ban-coronavirus-misinformation?utm_source=theblaze-dailyAM&utm_medium=email&utm_campaign=Daily-Newsletter__AM%202020-08-06&utm_term=TheBlaze%20Daily%20AM%20-%20last%2070%20days

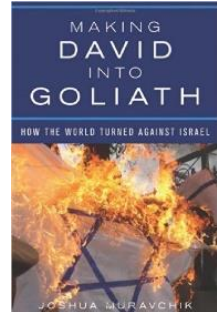
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(a) Semi-Traditional Readings

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6. <https://www.youtube.com/watch?v=aucDmK5E4bU> How BBC Bias Works
7. <https://pjmedia.com/trending/california-scrubs-arrest-reports-from-kamala-harris-years/>
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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) and [mandatory self-screening](#) prior to coming to campus daily.

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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.
