

PSCI 4003
Politics and the Media, Thursday 2:35 - 5:25 p.m.
Please confirm location on Carleton Central

- Instructor: Professor Conrad Winn
Office: B676 Loeb
Normal communication: conrad.winn@carleton.ca. CU regulations require CU email. Please
- use a subject heading such as “PSCI4003 Advice about Paper” or “PSCI 4003 Seeking a Meeting” or “PSCI 4003 Skype or Telephone Availability” or “PSCI 4003 Paper attached on X,” and
 - copy to conradwinn@gmail.com if/when CU system is down.
- Submissions: All submissions must be electronic:
- brief (1-2 page) proposals by end of January at latest;
 - term papers on Tuesday Mar 21st with Word attachments having file names such as “Trudeau Justin on Getting Elected” where Getting Elected is your term paper subject and you are Justin Trudeau. No PDFs please.
- F2F meetings: By appointment. Please email conrad.winn@carleton.ca for a F2F time available most Wednesdays 2:30-5 pm or Thursdays 9:30-noon.
- Telephone/Skype: Available any weekday, normally scheduled in advance by email. Cell: 416 460-5944. Skype: conradwinn. CU office telephone: x 1195.
- Urgent contact: Text or telephone 416 460-5844.
- Email-requirements: University regulations require email from a Carleton email account. Please have a subject heading such as “PSCI4003 Advice about Paper” or “PSCI4003 Seeking a Meeting” or “PSCI4003 Skype or Telephone Availability” or “PSCI4003 Paper attached on X.”

Course Information Other Than Weekly Topics

Core Mission for 2017—Involve Students in Placing More Emphasis on Social and Internet Media

The course has traditionally emphasized print with broadcasting in secondary place. Though still influential among elites, metro dailies are in a death spiral while traditional TV news has experienced some decline. Traditional media are a focus this year. The special mission of the winter 2017 course is to engage students in redefining the subject through students’ recommendations of assigned readings and videos as well as their research assignments.

Geography—North America and the Functionally English-speaking World

Special emphasis is placed on Canada and U.S. The explosion of Internet news broadens geography to include any global audience that functions in English.

Seminar—Primacy of Discussion and Student Contributions with Instructor Help

The course is intended to highlight discussion with attendance normally required for passing and participation valued. Students are asked to arrive with insight on the assigned readings/topic and on one of the following themes:

- social/Internet media platforms—which are rising or falling and why,
- media reporting on a current issue—whose reporting is right, whose is wrong, why;



- a print-screen, video, essay, or book on media to be shared with the class—what’s useful about it, what is not, and why, or
- anything else relevant to media and politics.

Usefulness—Preparation for Graduate School or the Work Force

Assignments are intended to enhance students’ future prospects, as detailed below under “Term Paper—Topic Options.” The term paper options include the development of skills relating to

- empirical research on reporting (hard data analyzed in tables or with Excel charts based on high school level quantitative skills)—vital in graduate school or competing for communications, public affairs, and/or public sector jobs;
- traditional research on highly successful, merely successful, or not so successful online news sites—highly valuable in graduate school and for most jobs;
- understanding where the UK is coming from and where it is going—of great interest to many people;
- evaluating business papers—of much interest to many employers; and
- filmography—of immense interest in the media and communications sectors and a great conversation opener everywhere else.

Instructor Help on Research Projects

Students have the option of individual or team research projects (see below section on term papers).

F2F meetings will be held early in the term with individuals or teams according to student needs to sign off on projects and help assure each project’s success.

Paradigm—Actual News ≠ Reported News

The point of departure for this course is that there is limited resemblance between news and reported news. A practical explanation is that no news team could be sufficiently

- A. large to report all the news everywhere,
- B. knowledgeable to understand all they’re reporting,
- C. pure to resist their own and their bosses’ conflicts of interest (e.g. CNN’s deal with Saddam),
- D. alert to see through all the clichés, sound bites, cheap associations, stereotypes, system I (Daniel Kahneman) thinking and other manipulative devices used by the actors they report on,
- E. endowed with skill, money, and time to compare claims of what is happening with what is actually happening,
- F. inhuman to resist the human propensity for halo and negative halo thinking,
- G. committed to intellectual diversity to encourage instead of discouraging minority opinion,
- H. confident to depart from the crowd in what or how they are reporting,
- I. served by an audience with a true thirst for news over infotainment, and
- J. supported by CEOs with strong hearts and deep pockets against lawfare and violence from malevolent actors.

Texts—None in a Traditional Sense

No texts in a classical sense. But students are encouraged to

- read Tom Watson and Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012)—unusually informative overview of ownership chicanery,
- consult the web presence of Daniel Kahneman or, better still, read his *Thinking, Slow and Fast* because of its significance for understanding how people think. Founder of behavioural economics, the author is the only psychologist to have ever won the Nobel Prize in Economics;
- be familiar with Neil Postman’s seminal *Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness*.

Syllabus—a Menu of Readings with Three Purposes

The scarily long list of possible readings has three purposes. Each week’s menu:

- allows choice—each student can freely select approximately 1-2 to scan or read;
- delivers evidence—students are entitled to know whether there does or does not exist extensive evidence to support whatever the instructor claims to have been happening; and
- provides guidance—students are entitled to guidance about how or where they can find more information on a given theme.

Other Source Material

Students will benefit considerably from regular access to orthodox traditional media such as CBC, CNN, Fox News, *Globe and Mail*, *National Post*, and *Washington Post* to varied other media such as *Weekly Standard*, salon.com, littlegreenfootballs, mediaresearch.org, instapundit.com, discoverthenetworks.org, and dailykos.com, townhall.com, pajamasmedia.com, and micro-media such as memri.org.

Evaluation at a Glance

Class Discussion (50%) is based on regular attendance and regular concise contributions to discussions, and updates on research projects (see “Seminar,” above and “Evaluation Details,” below). Substitute solutions can be found in the event of illness, academic conflicts, and emergencies.

Term Papers (due electronically on Tuesday March 21st, worth 50%). Traditional style term papers will be graded by the usual standards. The normal deduction for lateness will be 10 points plus 3 points for every subsequent late day.

Empirically intensive projects may require at most 3-4 pages of prose over and above codebook, tables/charts, and precise sources. They will be graded mainly on the

- breadth,
- clarity,
- replicability, and
- relevance/meaning of the data collection effort.

Evaluation Details

Class Discussion. Students will be graded for the quality (not quantity) of contributions as outlined, above, under “Seminar.” Some familiarity with the week’s readings and uninterrupted attendance, except for health and other exigencies, are required for passing. Students are expected to be familiar with at least two (2) assigned readings for a given seminar meeting, to have read one carefully if short, and to be regular followers of current events through the main newspapers and Internet sources.

Open-minds, Creativity, and Good Discussions. Democracy has its best chance of flourishing if as many of us as possible bring open, flexible, generous minds to discussions. Students are welcome to disagree. Honestly felt disagreement with the instructor will be welcome and rewarded. In disagreeing with each other, students are urged to be forthcoming but courteous.

Class Presentations. In addition to normal weekly contributions, each student is asked to make two 2-3 minute presentations on his/her independent research:

- In January and by early February, a brief oral outline of the intended project and the challenges you are facing; and
- In March, a brief oral and brief written report on most important findings or nonfindings from the research effort, as discussed in the sidebar on the right.

Writing Style. Any conventional style is acceptable except that footnotes should be used, not end notes. All references should be complete, including page numbers and full URLs when from the Internet. All papers should be evidentiary, *using citations and documented verbatims liberally.*

Term Paper—Submission. Term papers must be submitted electronically on March 21st in Word or Word and Excel but not PDF. The paper must be submitted from your Carleton account (university rules)

Grading Term Papers

Instructor help given before submission (March 21st) is free, not considered when grading. The project goal is to enable each student to graduate from the course with pride and confidence in the quality of the student’s research effort and product.

conrad.winn@carleton.ca with the subject heading: "PSCI4003 – Term Paper on [TOPIC]" and an analogous name for the attached file. Please see section on "file attachments" near the top of page 1 of this syllabus.

Projects—Individual or Team-Based. If students elect to do a team project, they must draft an agreement among themselves by end of January for my [CW] approval, describing meticulously how duties would be allocated.

Term Paper—Topic Options

- A. Reporting on Dictatorships-an Empirical Study Using Primary Data. An original, empirical, quantitative examination of media treatment or non-treatment of important events or phenomena since 1900 other than the Viet-Nam war. The following is a partial list of possible topics:
1. Reporting on a 20th C. genocide such as the Holocaust, Cambodia, or Rwanda;
 2. Stalin's Show Trials; Obituaries for Castro, Stalin, Mao, and/or other dictators across a large number of diverse media;
 3. the U.N. human rights apparatus, the murderous regimes that dominate it, and its conduct;
 4. portrayal of the Assad regime over the course of its history in a small number of diverse media.
- B. International Reporting and the UK's Future. This study would explore whether and to what extent the international reporting of UK media affected Britons' inclination to leave Europe. It would be an original, empirical quantitative examination of television treatment of important events in Europe and events outside Europe to the extent that such reporting might affect attitudes to EU membership [FYI I am involved in a similar project-CW].
- C. Reporting on Business and Economics—an Empirical Study Using Primary Data. Analogous to option A, this one involves comparing the accuracy and foresight of business papers (e.g. WSJ., GM, NP, Times of London etc.) in anticipating a small selection of business or economic catastrophes such as the banking and other problems being experienced in Italy today or the declining importance of oil as an energy source.
- D. Explaining Internet News Success and Failure—an Empirical Study Using Secondary Data. Using objective, third party sources (e.g. Alexa, Statistica, etc.), provide either an overview of which online news sites that are unlinked to traditional media have grown or declined in visits and a detailed, thoughtful explanation of why. *Drudge* would not be acceptable because too much is already written about the roots of its success;
- E. Filmography—a Traditional Type Term Paper. Limited to Hollywood or British films, the study would explore either (i) the values transmitted in different movies, at different times and under different ownership structures in Hollywood and/or (ii) the content influence of different political organizations in movie making (for example, the influence of the Indian government on the making of the Gandhi film) and/or (iii) the content influence on giant Hollywood production houses as a result of ownership influence.



The Usefulness of Each Term Paper

Options A, B, and C help you perfect your primary empirical skills (fresh data collection)—valuable in grad school or on the job market, especially in the public sector. Option D enhances your knowledge of the Internet, vital in today's world, while providing evidence of your ability to handle secondary (i.e. existing) data. Option E enhances your knowledge of media, defined broadly to include film because of the potentially great political impact of movies. Furthermore, unlike print, film is not in free fall.

Term Paper—Instructor Permission. Students require written permission from the instructor, normally before the end of January. Team projects require detailed statements of assigned tasks and the written consent of all team members. The goal of the planned meetings is to provide guidance and move to granting permission.

Academic Infractions. A student who, without written authorization, submits or has submitted the same paper to another course will automatically receive a failing grade. Plagiarism will also result in a failing grade for the course.

Plagiarism and Proper Use and Citation of Sources. An excellent set of sources and source of counsel may be found at www.library.ualberta.ca/guides/plagiarism/.

Early Performance Feedback. This course does not lend itself to early, formal feedback but students should feel free to seek informal, oral feedback from the instructor.

Reaching Professor Winn

Consulting times are by appointment and normally in consulting hours. Students are encouraged to use email (conrad.winn@carleton.ca) to discuss brief topics, send writing for comment, seek feedback, book an appointment, or request a telephone conversation. Barring technical difficulties, email messages are normally returned within a business day.

Students are asked to check their CU email addresses for possible email from the instructor at least twice weekly including the evening before class.

Weekly Topics with Menus of Readings

1. Introduction (January 5)

(a) Einstein, Thomas Edison, and You A discussion of what higher education is ideally about, the importance of intellectual playfulness, what you and I would like you to get out of the course, and what you hope to get out of the course.

(b) Syllabus Overview of syllabus. Participation and reading expectations. Option for providing written commentaries by preceding Sunday 6 p.m. Term paper options. Preview of readings for the coming week.

(c) Cognitive Barriers. Type I thinking (Kahneman); university ideology; media rationalization; journalism ideology; typologies of news; latency of newsmakers and news suppressors

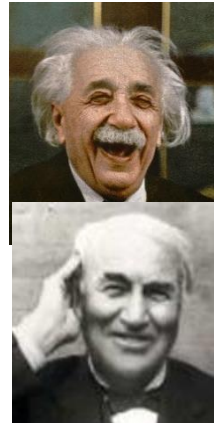
(d) Key source material on democide. Stéphane Courtois, *et al*, *The Black Book of Communism: Crimes, Terror, Repression* (Cambridge, MA: Harvard, 1999). Also R.J. Rummel, *Power Kills* or his *China's Bloody Century* or his *Statistics of Democide*. Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2001)

(e) Overview of *Dial M for Murdoch* and *Amusing Ourselves to Death*

Question(s) to ponder: why do media matter to quality of life.

(f) The Value of Journalism

Irene Costera Meijer & Hildebrand P. Bijleveld, "Valuable Journalism: Measuring news quality from a user's perspective," *Journalism Studies* 17 (2016) 7, 827-839.



2. Internet and Social Media (January 12)

Question(s) to ponder: How are the new media affecting the old. Who are the winners and losers. What are the virtues and liabilities of the transformation and what can/ought to be done to accentuate the positive or neutralize the negative.

The Library's communications expert, reference librarian Scott Turner, will make a presentation on media access.

Brian D Loader and Dan Mercea (eds), *Social Media and Democracy: Innovations in Participatory Politics* (New York: Routledge: New York, 2012), chs. 1, 6, 7.

Jacqueline Botterill; Marian Bredin; Tim Dun, "Millennials' Media Use: It Is a Matter of Time," *Canadian Journal of Communication* 40 (2015) 3.

Benji Boxer, "What BuzzFeed's Data Tells About The Pricing Of Native Advertisements" at <http://www.forbes.com/sites/benjaminboxer/2013/09/10/what-buzzfeeds-data-tells-about-the-pricing-of-native-advertisements/2/#23ac22a65ce5>.

Walter Bragman, "The Sad Decline of VOX" at <https://www.pastemagazine.com/articles/2016/08/the-sad-decline-of-vox-how-a-once-promising-media.html>

Benjamin Mullin, "Digital Digging: How BuzzFeed built an investigative team inside a viral hit factory" at <http://www.poynter.org/2016/how-buzzfeed-built-an-investigative-team-from-the-ground-up/396656/>

"10 Sites Like Buzzfeed for Non Traditional News" at <https://turbofuture.com/internet/Sites-Like-Buzzfeed>

Henry Blodget, "It's Time People Realized That The Drudge Report Is A Major Media Property Worth Hundreds Of Millions Of Dollars (October 10, 2012) *Business Insider* at <http://www.businessinsider.com/drudge-report-is-worth-2012-10>.

Kenneth Olmstead *et al.*, "Drudge Report: Small Operation, Large Influence" at <http://www.journalism.org/2011/05/09/drudge-report-small-operation-large-influence/> (May 9, 2011)

Drudge Report Sets Tone for National Political Coverage at <http://abcnews.go.com/WNT/story?id=2514276&page=1>.

Carr, David. "How Drudge Has Stayed on Top." *The New York Times.*, 15 May 2011. Web. 22 Nov. 20163.

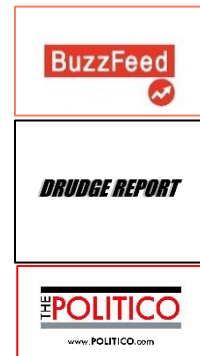
Anne Morse, "The First RATHERGATE," *National Review Online* (September 15, 2004).

Sutton, Kelsey, and Peter Sturme. "The Fall of Salon.com." *POLITICO Media*. Web. 22 Nov. 2016.

Staley, Oliver. "Twitter Is a Cultural Success and a Business Failure." *Quartz*, 25 Oct. 2016,

Misti McDaniel and David Perlman, "The Ascent of Blogging," *Nieman Reports*, Fall 2005, pp. 60-66. p. 61.

Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths* (2006)



3. Cognitive Constraints and Human Prisms (January 19)

Question(s) to ponder: What can be done to temper the human weakness of cognitive miserliness and the university weakness of system 1 rigidity.

(a) Human Limitations

Review Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2012), especially Parts I-III.

(b) University Prisms

Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)

Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003

"Faculty Follies," *The New Criterion* (June, 2005)

Katie Zavadski on Julio Pino at

<http://www.thedailybeast.com/articles/2016/01/20/kent-state-professor-posted-isis-pictures-on-facebook.html>.

Sean Illing, "The Left has an Islam Problem: If liberals won't come to terms with religious extremism, the xenophobic right will carry the day," www.salon.com (left liberal website) at

http://www.salon.com/2015/11/17/the_left_has_an_islam_problem_if_liberals_wont_come_to_terms_with_religious_extremism_the_xenophobic_right_will_carry_the_day/.

"A Thank you to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more..." in *Weekly Standard* Vol. 010 (June 20, 2005) 38.

E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)

David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006) and his *Unholy Alliance: Radical Islam and the American Left* (Regnery, 2004)

Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009)

http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles

Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005

Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303

Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65

Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1) and/or Stanley Rothman, April Kelly-Woessner, and Matthew Woessner, *The Still Divided Academy* (Lanham, Md: Rowan and Littlefield, 2011), which builds on the classic work, *The Divided Academy* (1976) by Everett Ladd and Seymour Lipset, the political sociologist often considered among the greatest half dozen social scientists ever.

http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf, David Horowitz and Ben Johnson, *Campus Support for Terrorism* (Center for the Study of Popular Culture, 2004).

http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1

<http://www.discoverthenetworks.org/ShadowParty.asp>

Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)



http://beta.townhall.com/columnists/jackkerwick/2016/04/07/leftist-grouphink-in-academia-n2144925?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=

4. International Affairs—the Old Totalitarianisms, Democide, and Media Reporting (Jan. 26)

Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)

F. R. Gannon, *The British Press and Germany* (Oxford: Clarendon, 1971),

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>.

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>

Esther Delisle, *Myths, Memories, and Lies: Quebec Intelligentsia and Its Fascist Temptation* (Montreal, Davis, 1998).

David J. Bercuson and S.F. Wise, eds., *The Valour and the Horror Revisited* (Montreal: McGill-Queen's, 1994)

R. J. Rummel, *Power Kills or his China's Bloody Century or his Statistics of Democide*.

S. J. Taylor, *Stalin's Apologist* (Toronto: OUP, 1989).

Allen Weinstein and Alexander Vassiliev, *The Haunted Wood: Soviet Espionage in America* (1999).

Mona Charen, *Useful Idiots* (Washington, D.C.: Regnery, 2003)

Humberto Fontova, *Exposing the Real Che Guevara: And the Useful Idiots Who Idolize Him* (New York: Penguin, 2007), *Fidel: Hollywood's Favorite Tyrant* (Regnery, 2005, and/or his *The Longest Romance: the Mainstream Media and Fidel Castro* (New York: Encounter Books, 2013) and/or "Fidel Castro: Communicat dictator of Cuba from 1959 to 2006" at http://www.discoverthenetworks.org/individualProfile.asp?id=912&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+fpmtdn+%28FrontPage+Magazine+%C2%BB+Discover+the+Netw+rks%29 and/or Jeff Jacoby, "Castro's true legacy is a bloody trail," *Boston Globe* (January 1, 2007) at <http://www.jeffjacob.com/278/castro-true-legacy-is-a-bloody-trail>.

G. Lichtheim, "All the News That's Fit to Print", *Commentary* (Oct., 1965)

Walton, C Dale. *The Myth of Inevitable US Defeat in Vietnam* (London: Frank Cass, 2002)

Gary Moore, "Reporting Nicaragua", *The National Interest* (summer, 1986), 79-87.

Eytan Gilboa, "Television News and U.S. Foreign Policy." *Press/ Politics*. Vol. 8, Issue, 4. Fall 2003. pp. 97- 113.

David Colker, "Twitter fell in attack on anti-Russian blogger, experts say," *L.A. Times* August 8, 2009. <http://www.latimes.com/business/la-fi-twitter8-2009aug08.0.1782084.story> or <http://latimesblogs.latimes.com/technology/2009/08/page/7/>

<http://www.wsj.com/video/hong-kong-bookseller-agonized-over-telling-of-his-abduction/2A5715A6-F1EA-404D-9177-BA9BFC0876A4.html>.



5. Leftwing Minds, Rightwing Minds, and Media Paradigms (February 2)

Question(s) to ponder: What are the different categories of left and right. On what issues do some have greater affinities across the spectrum than to neighbours. Can the terms apply to totalitarians. What can be done to get the media to understand that the left and right are not consistently opposites and what can media make the most of the virtues of each.

(a) Leftwing and Rightwing Minds

Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided over Politics and Religion* (New York: Pantheon, 2012), *passim*.

(b) Paradigms and Models

Jean Chalaby, "Journalism as an Anglo-American Invention," *Eur. J. of Communication* (Sept., 1996), 303-22 or Chalaby's *The Invention of Journalism* (London: Palgrave Macmillan, 2000).

Peter Sissons (22 Jan 2011) "Left bias? It's written through the BBC's very DNA" *Daily Mail*.

Marvin Olasky, *Prodigal Press: The Anti-Christian Bias of the American News Media* (Crossway, 1988). www.worldmag.com/world/olasky/Prodigal/index.html

Stefaan Walgrave and Peter Van Aelst "The Contingency of the Mass Media's Political Agenda Setting Power: Toward a Preliminary Theory," *Journal of Communications*. v. 56 pp.88-109.

Tim Groseclose, *Left Turn: How Liberal Media Bias Distorts the American Mind* (New York: St. Martin's Press, 2011)

J. R. Lott and K.A. Hassett, "Is Newspaper Coverage of Economic Events Politically Biased," *Public Choice* (2014), also available at http://www.aei.org/wp-content/uploads/2014/03/-hassett-is-newspaper-coverage-of-economic-events-politically-biased_17002826938.pdf

Steven Globerman, *Cultural Regulation in Canada* (Montreal: IRPP, 1983) and Conrad Winn, "Paradigms and the Evaluation of Cultural Policy," *Canadian Public Administration* (summer, 1984)

Bernard J. Marguerite, "Post-Communist Eastern Europe: The Difficult Birth of a Free Press" (Harvard University Joan Schorenstein Center Discussion Paper D-21, August, 1995)

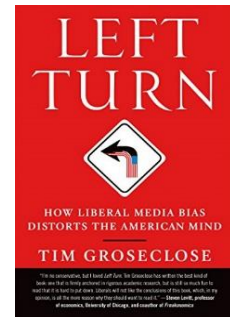
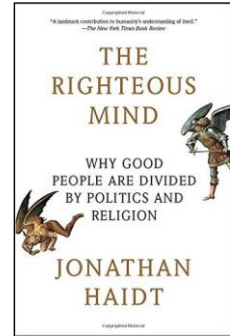
Mark Hollingsworth and Richard Norton-Taylor, *Blacklist: The Inside Story of Political Vetting*

Paul Revoir (22 Mar 2007) "BBC pays 200,000 to 'cover up report on anti-Israel bias," *Daily Mail*.

Jim Coyle on misreporting of ostensibly sexist comments of a judge. (August, 2009). <http://mobile.thestar.com/mobile/canada/article/680446>

George C Edwards III and B. Dan Wood, "Who Influences Whom? The President, Congress, and the Media," *American Political Science Review* (June, 1999) vol. 93, p 327ff.

Harold Innis, *Empire and Communications* and *The Bias of Communication*



6. International Affairs--Islamism and Conflict Reporting (February 9)

Bernard Lewis, *What Went Wrong? The Clash between Islam and Modernity in the Middle East* (New York: Oxford, 2002)

Fouad Ajami, *Dream Castles of the Arabs* (New York: Random House, 1999).

Bat Ye'or, *Islam and Dhimmitude: Where Civilizations Collide* (Fairleigh Dickinson University Press, 2001)

Oriana Fallaci, *The Rage and the Pride* (New York, 2002).

K. Makiya, *Cruelty and Silence* (Berkeley, 1992) or

<http://www.danielpipes.org/6364/caught-on-tape-middle-east-culture-of-cruelty>

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (New York: Touchstone, 1987)

Edward Said, *Covering Islam* (New York: Pantheon, 1997) and his *Orientalism* (New York: Random House, 1978)

Ibn Warraq, *Defending the West: A Critique of Edward Said's Orientalism* (Amherst, N.Y.: Prometheus Books, 2007) and/or the review by A.J. Caschetta in *Middle East Quarterly* 16 (winter, 2009), 1 and/or the review of Peter Berkowitz, "Answering Edward Said," *Policy Review* (July 2008) at <http://www.campus-watch.org/article/id/5227>.

Various essays at <http://www.mei.edu/content/orientalisms-persistence-mass-culture-and-foreign-policy>. Sources of support for Saidist perspective.

Andrew Bostom, *The Legacy of Jihad: Islamic Holy War and The Fate of Non-Muslims* (Prometheus Books, 2005) and/or Johannes J.G. Jansen (Winter 2008). "*The Legacy of Jihad: Islamic Holy War and the Fate of Non-Muslims*". *The Middle East Quarterly*. **XV** (1) and/or Bostom, *Sharia vs. Freedom: The Legacy of Islamic Totalitarianism* (Amherst, N.Y.: Prometheus, 2012) and/or Raymond Ibrahim, *Crucified Again: Exposing Islam's New War on Christians* (Regnery, 2013) and/or George Marlin, *Christian Persecutions in the Middle East* (St. Augustine's Press, 2015).

<http://www.danielpipes.org/8257/nazi-propaganda-for-the-arab-world>

Matthias Kuntzel, *Jihad and Jew-Hatred: Islamism, Nazism and the Roots of 9/11* (Telos Press, 2007)

Jeffrey Herf, *Nazi Propaganda for the Arab World* (New Haven: Yale University, 2009)

Alan Dershowitz, *The Case for Israel* or George Gilder, *The Israel Test* (New York: Vigilantebooks, 2009) or Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)

Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006)

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>

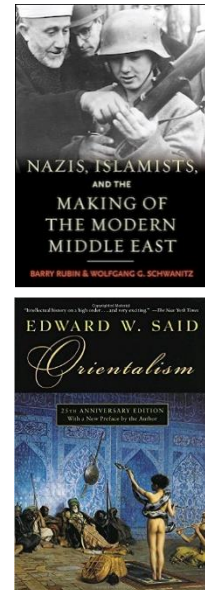
Fred M. Gottheil, "The Smoking Gun: Arab Immigration into Palestine, 1922-1931," *Middle East Quarterly* Winter 2003 http://www.meforum.org/article/522#_ftn19

Eliza Griswold, "Is this the end of Christianity in the Middle East," *NY Times* (22 July, 2015) at http://www.nytimes.com/2015/07/26/magazine/is-this-the-end-of-christianity-in-the-middle-east.html?_r=0.

Conrad Winn et al, "Canada and the Clash of Media Civilizations," in Bernard Debatin, ed., *The Cartoon Debate and Freedom of the Press: Conflicting Norms and Values in the Global Media Culture* (London/Muenster: LIT Verlag, 2007).

Steven Emerson, *American Jihad: the Terrorists Living Amongst Us* (2002) or Stewart Bell, *Cold Terror: How Canada Nurtures and Exports Terrorism to the World* (Toronto: Wiley, 2004).

<http://honestreporting.com/finally-bbc-admits-to-shoddy-journalism/>



CNN's Jake Tapper blasting State Department for lying:
<https://www.youtube.com/watch?v=LDd8yzFNXvk>

7. Audiences and Agenda-Setting (February 16)

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)

Question(s) to ponder: How can we use what audience research findings to enhance the quality of media and the knowledge of audiences.

<http://www.pewresearch.org/2009/10/30/partisanship-and-cable-news-audiences/>

<http://www.pewresearch.org/fact-tank/2014/03/17/5-key-findings-about-digital-news-audiences/>

<http://www.journalism.org/2016/11/03/civic-engagement-strongly-tied-to-local-news-habits/>

Scheufele, Dietram A. and David Tewksbury. "Framing, Agenda Setting and Priming: The Evolution of Three Media Effects Models." *Journal of Communication* 57, (2007), 9-20.

David T. Z. Mindich, *Tuned Out: Why Americans Under 40 Don't Follow the News* (New York: Oxford University Press, 2005), pp. 28-29.

Shanto Iyengar and Donald R. Kinder, *News That Matters* (Chicago: University of Chicago Press, 1987)

Kim, K. & McCombs, M. (2007). News story descriptions and the public's opinions of political candidates. *Journalism and Mass Communication Quarterly*, 84, 299-314.

Communic@tions Management Inc. {i.e. Ken Goldstein}, *Findings the News: How Age, Language, and Geography Influence Canadians' Media Choices* (December, 2015) at http://media-cmi.com/downloads/CMI_Discussion_Paper_Finding_The_News_120315.pdf.

Gabriel Weimann and Conrad Winn, *Hate on Trial: the Zundel Affair, the Media, and Public Opinion in Canada*

Gary Mauser, "The Failed Experiment, Gun Control and Public Safety in Canada, Australia, England and Wales and the Firearms Act," *Public Policy Sources* (Vancouver: Fraser Institute, Nov., 2003).
<http://www.sfu.ca/~mauser/papers/failed/FailedExperiment.pdf>

<http://www.latimes.com/news/opinion/la-ed-privacy28-2009jun28.0.1364823.story>. The news that fits its times: When is a politician's love life not worth media attention? When the public no longer cares.

Myrna Blyth, *Spin Sisters* (New York: Martin's, 2004).

Lowry, Dennis T., "Network TV News Framing Of Good Vs. Bad Economic News Under Democrat And Republican Presidents: A Lexical Analysis Of Political Bias," *Journalism & Mass Communication Quarterly* (Autumn, 2008).

Hollander, Barry A., "Tuning Out Or Tuning Elsewhere? Partisanship, Polarization, And Media Migration From 1998 To 2006," *Journalism & Mass Communication Quarterly* (Spring, 2008) p23-41.

Yue Tan; Weaver, David H, "Agenda-Setting Effects Among The Media, The Public, And Congress, 1946-2004," *Journalism & Mass Communication Quarterly*, Winter, 2007, Vol. 84 Issue 4, p729-744, 16p.

<http://www.hurriyetdailynews.com/n.php?n=why-golda-meir-was-right-2011-08-23&tr=y&auid=9386458> re data on mortality in Middle East wars.

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).

Question(s) to ponder: What can be learned from the Iraq catastrophe and what can be done through media about the fallouts from Iraq and Syria. What were the motives, how did media fail, and who paid. Perhaps above all, did the media show that the U.S. and its allies had the worst of intentions and the most cunning of plans when they ought to have shown that they had the best of intentions and worst of all plans.

K. Makiya, *Republic of Fear* (University of California Press, 1989)

Christopher Hitchens, "The Case for Regime Change," in Thomas Cushman, ed., *A Matter of Principle* (University of California Press, 2005) or his "A War to be Proud of," *Weekly Standard* (Sept. 5, 2005) and *The National Post* (Sept. 3, 2005).

Peter W. Galbraith, "The Mess" at <http://www.nybooks.com/articles/2006/03/09/the-mess/>.



Stephen F. Hayes, *The Connection: How al Qaeda's Collaboration with Saddam Hussein Has Endangered America* (New York: HarperCollins, 2004).

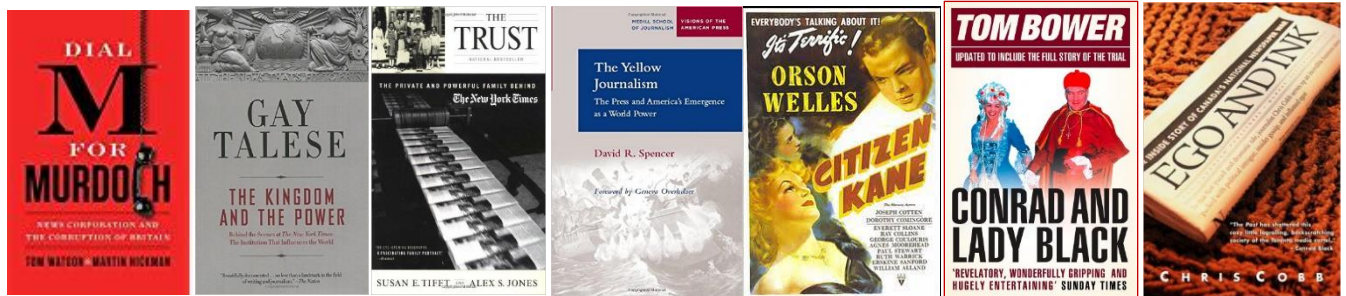
Tony Blankley, "Short memories and politically correct lies," Creators Syndicate and Townhall.com, July 13, 2005 at townhall.com/columnists/tonyblankley/tb20050713.shtm.

Dan Darling, "The Al-Douri Factor: How one of Saddam's closest Baath party aides came to be an ally of militant Islamists," *Weekly Standard* July 20, 2005.

Stephen F. Hayes & Thomas Joscelyn, "The Mother of All Connections: A special report on the new evidence of collaboration between Saddam Hussein's Iraq and al Qaeda," *Weekly Standard* 07/18/2005, Volume 010, Issue 41.

Nieman Reports Documentary at <http://niemanreports.org/articles/a-documentary-examines-cable-news-war-coverage/>.

9. Owners and Bosses from Fleet Street to Manhattan, Toronto, Hollywood, and Silicon Valley—Values, Foibles, and Corruptibility (March 9)



Questions to ponder:

- Who were they, have they been, will they be;
- What are their threats, and what can be done;
- What might Rupert Murdoch, Pulitzer, Randolph Hearst, Lord Beaverbrook, Berlusconi, Conrad Black, Ted Turner, Robert Maxwell, the Peladeau's, and Lord Beaverbrook have in common;
- Who are the bosses of "public" broadcasting and what challenges might they pose;
- Does Silicon Valley replace Fleet Street and what threat does it pose;
- How does government actually control content;

- ❑ What might be the “hidden hand” of corrupt influence;
- ❑ Where do cross-border media interests fit; and
- ❑ How do media barons’ interests converge with or diverge from the interests of, say, Wall Street as opposed to the *Wall Street Journal*.

Watson & Hickman, *Dial M for Murdoch*, chaps. 1-15.

Martin Gilens and Craig Hertzman, “Corporate Ownership and News Bias: New spaper Coverage of the 1996 Telecommunications Act,” *Journal of Politics* (May 2000), 369-86.

Laurel Leff, *Buried by the Times: The Holocaust and America’s Most Important Newspaper* (2004).

Noam Chomsky, *The Culture of Terrorism* (Montreal: Black Rose, 1988) and Weimann, *The Theater of Terror*, chap. on Chomsky and “critical” perspective

Peter Collier and David Horowitz, eds., *The Anti-Chomsky Reader* (San Francisco: Encounter, 2004).

Gabriel Sherman, “The Revenge of Roger’s Angels” at

<http://nymag.com/daily/intelligencer/2016/09/how-fox-news-women-took-down-roger-ailles.html>.

O. Koltsova, “News Production in Contemporary Russia: Practices of Power,” *European Journal of Communications* (Sept. 2001)

10. Journalists—More on Paradigmatic Bias and Other Challenges (March 16)

Tim Groseclose, *Left Turn: How Liberal Media Bias Distorts the American Mind* (St. Martin’s Press, 2011)

Bernard Goldberg, *Bias: A CBS Insider Exposes How the Media Distort the News* (New York: Regnery, 2000) and his *Arrogance: Rescuing America from the Media Elite* (New York: Warner, 2003).

Media Research Center: <http://archive.mrc.org/biasbasics/pdf/BiasBasics.pdf> and <https://www.mrc.org/media-bias-101>.

S. Robert Lichter *et al.*, *The Media Elite* (Bethesda: Adler and Adler, 1986).

Lars Willnat & David H. Weaver, *The American Journalists in the Digital Age* (Indiana University School of Journalists, 2014) at

<http://news.indiana.edu/releases/iu/2014/05/2013-american-journalist-key-findings.pdf>.

Sarah Smarsh, “Dangerous idiots: how the liberal media elite failed working-class Americans” at <https://www.theguardian.com/media/2016/oct/13/liberal-media-bias-working-class-americans>.

David P. Baron, “Persistent Media Bias,” *Journal of Public Economics* 2006: 3-4.

Michael Moore, *Stupid White Men...And Other Sorry Excuses for the State of the Nation!* (Regan Books, 2004) and David T. Hardy and Jason Clarke, [Michael Moore Is A Big Fat Stupid White Man](#) (ReganBooks, 2004)

Thomas Bateman *et al.*, “Roger, Me, and My Attitude: Film Propaganda and Cynicism Towards Corporate Leadership,” *Journal of Applied Psych* (1992), 768-771.

Gerard Baker, “Why blame the terrorists? Apparently we can agree that it’s Britain’s Fault,” *Times* July 15, 2005, <http://www.timesonline.co.uk/article/0,,19269-1694666,00.html>.

Shiv Malik, “‘Guardian’ man revealed as hardline Islamist,” *The Independent* 17 July 2005, <http://news.independent.co.uk/media/article299681.ece>. July 18, 2005

Daily Ablution on “Deafening Silence from the Guardian,” July 18, 2005, <http://dailyablution.blogs.com/>.



Pajamas Media on how the *New Republic* Got Suckered.
http://www.pajamasmedia.com/2007/08/how_the_new_republic_got_sucke.php
Michael Barone, "Our Titus Oates," *U.S. News and World Report*, July 18, 2005 re NYT prevarications.
Jim A. Kuypers, *Press Bias and Politics: How the Media Frame Controversial Issues* (Praeger: London, 2002)
<http://www.commentarymagazine.com/2013/01/30/media-bias-in-the-age-of-obama/>
Cenk Uyghur on MSM bias <https://www.youtube.com/watch?v=DNQoeRuGkD8>
<https://www.youtube.com/watch?v=0yWj3RWB8Ok>.

11. Special Guest on Media and Technology (March 23)

12. (March 30) Cable News and Other Effects

Livingston, Steven. *Clarifying The CNN Effect: An Examination of Media Effects According to Types of Military Intervention*.
http://www.ksg.harvard.edu/presspol/Research_Publications/Papers/Research_Papers/R18.pdf.

Arnold Beichman, *CNN's Cold War Documentary: Issues and Controversy* (April 2000).

Robinson, Piers. *The CNN Effect: The Myth of News, Foreign Policy and Intervention*. New York: Routledge, 2002 and/or Robinson, Piers, "The CNN Effect: Can the News Media Drive Foreign Policy?," *Review of International Studies* (April, 1999)..

Daniel M. Kimmel, *The Fourth Network: How Fox Broke the Rules and Reinvented Television* (Chicago, 2004)

Stefano Della Vigna and Ethan Kaplan, "The Fox News Effect: Media Bias and Voting"
<http://elsa.berkeley.edu/~sdellavi/wp/foxxvote06-03-30.pdf> (Berkeley, 2006)

Dave Eberhart, "How the Blogs Torpedoed Dan Rather," NewsMax.com
<http://www.newsmax.com/archives/articles/2005/1/28/172943.shtml>, Monday, Jan. 31, 2005.

Thomas B. Edsall, "The People and the Press: Whose Views Shape the News?" *Public Perspective* (July-August, 2001), 29-31. Bill McInturff and Lori Weigel, "Servants of the People: Political Leadership and the Public Voice," *ibid.*, 32-35.

Stephen Moore and Richard Noyes, eds., *Dollars & Nonsense: Correcting the News Media's Top Economic Myths* (Alexandria, VA: Media Research Center, n.d).

Lindsey Tanner, "Study Finds One-third of Medical Studies are Wrong," Associated Press, July 13, 2005.

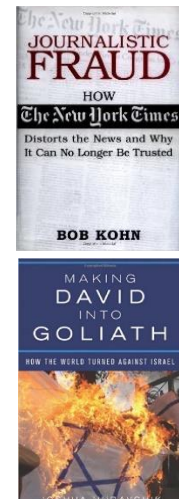
"Fox News Doctors New Times Photos." YouTube. Web. 3 Jul 2008. <
<http://www.youtube.com/watch?v=jvLLL2RFmg>>.

Paul Marshall, *Their Blood Cries Out* (Dallas: Word, 1997).

Clifford D. May, "Blood Libel: Chirac Should Acknowledge that Israelis didn't Kill Mohammed al-Durra," Scripps Howard News Service, March 3, 2005.

Joshua Muravchik, *Making David into Goliath: How the World Turned Against Israel* (New York: Encounter Books, 2014)

Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press. 2006). See also the review in POQ (fall, 2006).



13. Review (April 6)

Discussions of class assignments not already presented.

Questions to contemplate:

1. Biggest lessons learned
2. Competing paradigms of media bias—which are rising or falling in importance
3. Competing paradigms of news theme importance—themes of rising or declining importance and implications for required journalist knowledge
4. Best strategies for news consumers in respect of compensating for media weaknesses
5. Best ideas for improving course content by addition or subtraction of themes or readings
6. Democracy—roles of media in strengthening and weakening democracy
7. Scenarios after the death of print

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are



already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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. Holding social events, debates, and panel discussions, 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

PSCI 4003A, Media and Politics, Professor Winn, Winter, 2017

belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.