

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

Fall 2020

**PSCI 4003A**  
**Public Affairs and Media Strategies**  
**Wednesdays 11:35 a.m. – 2:25 p.m.**  
**This course will be held remotely online**

**I General information**

Instructor: Professor Conrad Winn

Office Hours, Scheduling, and Communication:

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

**II Course Description**

**Ila Seven 2020 Goals**

Emphasis on...

- i. ... non-traditional media sources -- think tanks, independent research institutions, and new news sources because they are on the rise, traditional media are in decline, the global communication is easier, and old media are disadvantaged by low global knowledge;
- ii. ... 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 longterm decline;
- iii. ... diverse democratic government sources -- as protection against fake news, misleading news, and suppressed news;
- iv. ... empirical methods -- to give students competitive advantages for graduate school or jobs in a brutal economy;
- v. ... media manipulation -- how tyrants and other manipulators mold media as self-defence against the fake, the misleading, and the suppressed;

- vi. ... transparent questioning and honest disagreement in class – because courteous discourse so often leads to better information, better thinking, and better outcomes; and
- vii. ... different ways of thinking – because uncreative or rigid thinking is too often a barrier to understanding and success.

## **IIb Tough Seas**

The course looks at strategies for securing the most accurate, intelligent, and quasi-complete information. Success requires understanding the limits of the human mind, charisma, rhetoric, think tanks, research, Internet, and lies, not to mention the limits of news, journalism, and the academy.

We will sometimes look at rigged reporting and fake news in the more distant past. Doing so is less emotionally challenging than focusing only on the present. It's less challenging because we have less of an emotional stake in conflicts or geno/democides 100 or 75 years ago. Looking back at failed media reporting is also less challenging because it reveals an absence of ideological consistency over the generations in what the media misreport.

We will look at implications of seven media challenges, namely

- The West – longterm descent of Europe, 21<sup>st</sup> C instability of the U.S.A., both without precedent,
- Totalitarianism – China's global ambitions, Iran's Imperial dreams, Turkey's Ottoman ambitions plus others, all without recent precedent,
- Democracy and freedom – serious internal and external threats without precedent,
- Media – decline of old media in the face of economic/totalitarian/cognitive threat plus the explosive growth and uncertainty of new media,
- Journalism – negligible expertise in cross-national, economic, technological, and military matters,
- Journalism sources – slight use of independent scholars along with a seeming decline in the use of academic, business, and religion experts,
- COVID and Public debt – their explosive consequences.

## **IIc Course Features**

The following receive some emphasis:

- URL-accessible new media, think tanks, research institutions, governments are emphasized ... because they matter more than ever;
- New short readings ... time-sensitive, event-driven writing often discuss what others seem unaware of or too fearful to talk about;
- New URL sources ... because they are often more immune to economic, intelligence, and political threats, hence more useful;
- Recent safety challenges (e.g. China, technology, Iran plus) ... mean that safety needs more attention perhaps than ever;
- Your skills ... because better skills give you advantages in the present economy.

### **Readings—Two Types**

Each week has

- traditional readings – please read or make yourself aware especially of those with asterisks and
- URLs/references from think tanks, alternative media, other news sources or independent thinkers – please read or become aware of as many as possible.

## **IId Course Paradigms**

Two key paradigms are that actual and reported news bear limited resemblance and that our current media landscape hardly resembles what we knew in much of the 20<sup>th</sup> century. It follows that you should magnify your sources and ask yourselves how true is every story. It follows that you should try to meet whenever possible independent/think tank scholars and business leaders with keen foreign and international interests. Please be aware of

- 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, and especially
- 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.

Please keep paradox in mind. Sometimes the best or most valuable data is free or very expensive, not the mid-priced. Sometimes the most valuable sources are ones you do not agree with.

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

Key organizational features of the course are:

- a. BBB/Big Blue Button – for asynchronous videos, announcements, and your assignments;
- b. Zoom – for lectures and discussion groups;
- c. Asynchronous presentations – videos on cuLearn of 5-35 minutes available days before class;
- d. Multiple choice tests, graded – dates shown below;
- e. Short quizzes, ungraded – on some non-test dates for subsequent discussion;
- f. Synchronous presentations – may give discussion groups possible themes for discussion;

- g. Discussion groups – lasting 45-60 minutes, they share with the class a 100 word summary of what they did;
- h. Re-assembly – classes normally re-assemble briefly to learn about the different discussions;
- i. Graded tests (Sept. 16+) and occasional ungraded quizzes for discussion – see schedule;
- j. Lectures – please interrupt to ask a question or disagree courteously on anything;
- k. Term paper proposals – see options on a later page;
- l. Office hours – longer in September to help with the proposal or term paper.

#### **IV     Learning Outcomes**

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

<b>Desirable Outcome for You</b>	<b>Potential Benefit</b>	<b>Why Valuable</b>
Greater understanding of historical and present limits of traditional media	Better understanding	Increased wisdom
More exposure to alternatives to traditional media	More resourcefulness	More job/grad school success
Learning facts and sources of specialized news	More knowledge	Same
Enhanced ability to evaluate truthfulness and value of conventional news	More ability to assess media	More self-protection
Greater empirical experience through reading and research	Better understanding of data	Possible job/univ/politics success & publication
Greater understanding of why politicians/voters think what they think	Greater forecasting ability	More success
Satisfying submission dates	Time sensitivity reinforcement	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-textbooks are especially important.

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

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

## **Vc Two Types of Readings – (a) Traditional and Somewhat Scholarly vs. (b) Largely Independent-Minded Writing**

For each week, two types of readings are presented:

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

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, read the URLs, and be aware of the works in the scholarly lists, especially ones identified with an asterisk.

## **Vd Communicating with Professor Winn – Carleton Rules**

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

## **VI Evaluation at a Glance**

Task	Date	% of Total Grade	Extension Date Changes	Comments
A. Proposals—submitted Sept. 25 for research submitted Nov. 13	Uploaded Fri. Sept. 25	10%	For medical or personal reasons	Students will receive 6 points when reflecting effort, 8-10 points if excellent.
B. Oral research paper presentations to the class prior to discussion groups	Randomly assigned dates to be posted on cuLearn	10%	For medical or personal reasons	Five minutes long, presentations will be open to questions from other students. Before submission date, presentations will normally focus on the research plan; afterwards, the focus will be on findings, data, or discovered evidence.
B. Six short multiple choice tests	Sept. 23 and others	35%	University rules.	Based on course and news – the 6th worth 10%; others 5% each.
C. Research paper	Uploaded Fri. Nov. 13	45%	Medical or personal reasons	Students may select any approved topic, exceptions with instructor's written permission.
D. Participation in class/discussions	All	=/<10% extra	NA	At the discretion of the instructor based on quality.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission.

## VII Evaluation in detail

### VIIa Quality Writing

Quality writing involves: clarity, organization, spelling, grammar, and citations placed at the bottom of the page on which the citation appears. Bibliographic references should be complete. Normally, first sentences in paragraphs are short, verbs in active tense, and adjectives and adverbs used sparingly. Plagiarism is serious.

### VIIb Test Questions (Graded)

The multiple choice test questions may ask about news, political conflict, syllabus, lectures, videos, group discussions, journalism, media, Internet, data sources, and empirical methods.

### VIIc Proposal and Paper

Final versions of proposals and papers should be submitted via cuLearn by due dates (see box), by two co-authors, and with the following characteristics:

- In MS Word with data in Excel per Carleton rules – no PDF's;
- Deadlines observed;
- Proposals with the structure described below;
- Papers have flexibility of structure;
- Proposals and papers address a topic in VIle, below, and be empirical or receive written permission for an alternative;
- Proposals and papers must be submitted via cuLearn by one-co-author on behalf of both;
- Exception to the two author requirement needs instructor's written permission.

### VIIId Proposal Structure

Proposals should have sections devoted to:

- Proposal's purpose – what paper will seek to achieve;

#### *Deadlines*

First Test – Wednesday, September 16th.

Proposal – one co-author submits for both via cuLearn Fri. Sept. 25<sup>th</sup>.

Paper – in Word via cuLearn on Fri. Nov. 13<sup>th</sup>, submitted by one of two co-authors.

#### *Accommodation and Research Help*

Test accommodation – First missed test will have grade imputed as average of your other test grades. Other missed tests require a medical note.

Late submissions—will be accepted for documented medical reasons or at a date determined by Prof. Winn if one/both co-authors of a proposal registered in the course after the first class.

Paper accommodation—late submissions will be accepted for medically documented reasons.

Consulting – Advice may cut workload, raise skills.

Librarian Aleksandra Blake – would gladly advise on media or other sources for content-analysis.

Professor Winn – would gladly help with respect to design, media, sampling, analysis, or other aspects.

- Justification – why topic matters;
- Data: (a) source, (b) type, (c) if media, which and why; (d) if sampling, why, what size;
- presentation of results – table(s), graph(s) or another approach.

#### Paper's Requirements and Why

- A team of two for each paper ... it builds skills;
- Must be empirical... it boosts prospects;
- In Word with Excel tables...a CU requirement;
- One team member submits for both via cuLearn.

## VIIe Authorized Topics for Proposals and Followup Papers

*Authorized Topics—Joint Proposals due on Sept. 25<sup>th</sup>, Papers on Nov. 13<sup>th</sup>*

Area	Authorized Topics	Data	Assistance
A. Communist China—Democide and Discrimination	Democide -- beginning with Mao, the PRC murdered more than did the Nazis. One source is R.J. Rummel's Dimensionality of Nations Project.	Beginning when Chinese Communist democides began, the project would content analyze L and R media reporting in nations such as US, UK, Ca, Aus, etc.	Prof W: dates/coding/media/sampling, etc. Ms Blake: data
	Discrimination—Suppression/jailing of independent thinking – Uighurs, Falun Gong, Tibetans, Christians etc.	Analogous to above	Analogous to above
B. Nazi Genocide	Low coverage of the purposeful use of death camps and genocide against Jews	Analogous to above for 1933 to 2020	Ms Blake: data CW options
C. 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 media across time.	As preceding above
D. The Academy—Pluralism vs. Totalitarianism	Track in detail the increasing ideological homogeneity of social sciences and humanities according to polls and do selective comparison of course titles and/or syllabi OR discuss emergence of fascism in European universities in 30's.	Depending upon your selection, you will place a varying emphasis on evolving survey data, course curricula, books on the increasing homogeneity of universities, and/or phenomena from the 1930's.	As preceding above
E. Debt—Explosion and Non-Reporting	Incidence and causes of debt explosion	Content-analysis of key media beginning in 1933 or 1971. Compare increases p.a. in debt with party in White House, Congress, etc.	As preceding above
F. Social Media Censors	Partisan Censorship and Control	Systematic review of all reports and experiments and/or your own	As preceding above

## VIII Course Schedule – Topics, Reading, and Tests

### Preface

Classes will tend to have

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

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

#### *Internet Access*

- The instructor uses a gig, the highest service provided in his neighbourhood and will have a mic.
- To minimize risk of their valuable and important questions, comments, or presentations not being heard, students are asked to acquire 500 meg service or higher.

### 1. Basic Questions—

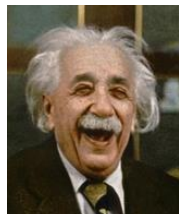
(a) Journalists—Who Needs Them,

(b) Survival—What Do We Do without Them,

(c) What May We Infer from Pro-University Einstein vs. Anti-University Eddison,

(d) What May We Infer from the *Reporters without Borders* Charts Below, and

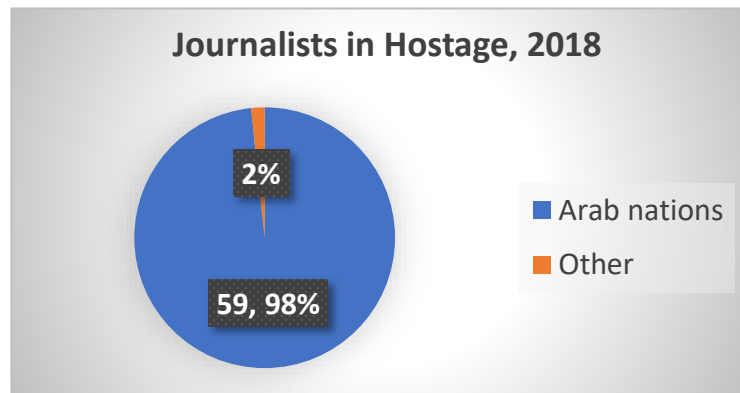
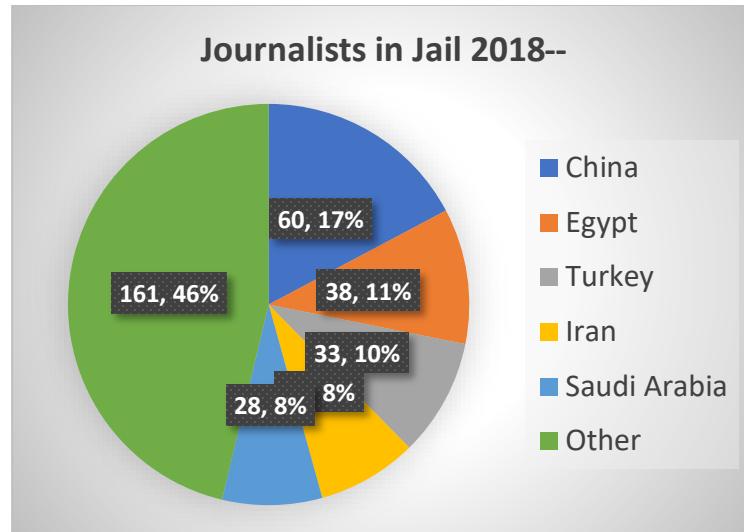
(e) Media Empirical Research—How to Make It Serve You (Sept. 9)



Vs.







## 2. The Age of Murder, 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—More on How to Make It Serve You (Sept. 16)

### 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. 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](https://www.theepochtimes.com/infographic-how-the-chinese-regime-colluded-with-who-during-the-pandemic_3372694.html)
6. James Q Whitman, Hitler's American Model: The United States and the Making of Nazi Race Law Kindle Edition
7. Dinesh Dsouza, *Death of a Nation: Plantation Politics and the Making of the Democratic Party* (Macmillan. 2019)
8. 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>
9. Gordon Chang, The Coming Collapse of China
10. Clive Hamilton and Mareike Ohlberg, Hidden Hand: Exposing How the Chinese Communist Party is Reshaping the World.
11. Clive Hamilton, Silent Invasion: China's influence in Australia
12. Robert Spalding, Stealth War: How China Took Over While America's Elite Slept 2019

### **3. The Age of Murder, Part II**

#### **(a) Record Soviet and Chinese Democides,**

#### **(b) Nazi Holocaust, Nazi Allies Collaboration,**

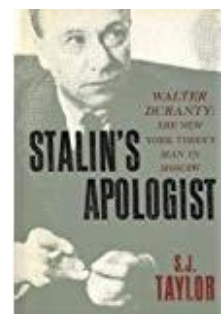
#### **(c) Cuban Murder Volume**

#### **(d) Record 20<sup>th</sup> C Mass Murder and Virtual Non-Reporting,**

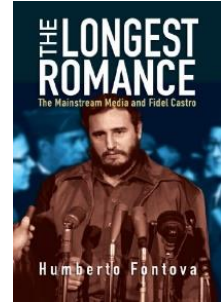
#### **(e) Media Empirical Research and Its Benefits to You (Sept. 23; Proposals Sept. 27)**

#### **(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)
11. 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: Communist Dictator of Cuba from 1959 to 2006" at [http://www.discoverthenetworks.org/individualProfile.asp?idid=912&utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+fpmtdn+%28FrontPage+Magazine+%C2%BB+Discover+the+Networks%29](http://www.discoverthenetworks.org/individualProfile.asp?idid=912&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+fpmtdn+%28FrontPage+Magazine+%C2%BB+Discover+the+Networks%29) and/or Jeff Jacoby, "Castro's true legacy is a bloody trail," *Boston Globe* (January 1, 2007) at <http://www.jeffjacob.com/278/castros-true-legacy-is-a-bloody-trail>.
12. G. Lichtheim, "All the News That's Fit to Print", *Commentary* (Oct., 1965)
13. Walton, C Dale. *The Myth of Inevitable US Defeat in Vietnam* (London: Frank Cass, 2002)
14. Gary Moore, "Reporting Nicaragua", *The National Interest* (summer, 1986), 79-87.
15. Eytan Gilboa, "Television News and U.S. Foreign Policy." *Press/ Politics*. Vol. 8, Issue, 4. Fall 2003. pp. 97- 113.
16. 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/>
17. <http://www.wsj.com/video/hong-kong-bookseller-agonized-over-telling-of-his-abduction/2A5715A6-F1EA-404D-9177-BA9BFC0876A4.html>.
18. \*Marista Leishman, *Reith of the BBC: My Father*
19. Jan Karski, *Story Of A Secret State: My Report To The World* (Houghton Mifflin, Penguin, Georgetown University Press, 1944-2013)



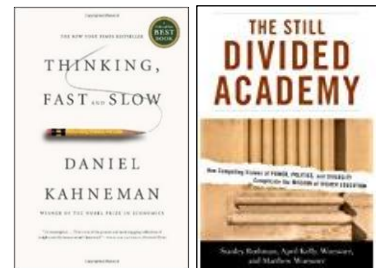
### (b) Somewhat Independent-Minded Readings

1. <https://www.gatestoneinstitute.org/14678/free-speech-france-germany-internet> Killing Free Speech in France, Germany and on the Internet 20190808
2. <https://www.gatestoneinstitute.org/14360/standoff-between-civilizations> An increasingly dangerous standoff 20190728
3. <https://www.gatestoneinstitute.org/14365/china-totalitarian-technology> 20190618
4. <https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/> 20190120
5. David Maddox, "BBC refuses to remove bust of former chief who backed Hitler while scrapping Fawlt Towers," *Sunday Express* (14 June, 2020) at <https://www.express.co.uk/news/politics/1295687/bbc-news-fawlt-towers-bust-lord-reith-director-general-don-t-mention-the-war>

## 4. The Genius and Indolence of (a) the Human Mind and (b) the Academy (Sept. 30)

### (a) Semi-Traditional Readings

1. \*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2012), especially Parts I-III.
2. Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)
3. Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003
4. "Faculty Follies," *The New Criterion* (June, 2005)
5. Katie Zavadski on Julio Pino at <http://www.thedailybeast.com/articles/2016/01/20/kent-state-professor-posted-isis-pictures-on-facebook.html>.
6. 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](http://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/](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/).
7. "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.
8. E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)
9. \*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)
10. 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](http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles)
11. 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
12. 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
13. Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65
14. 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.
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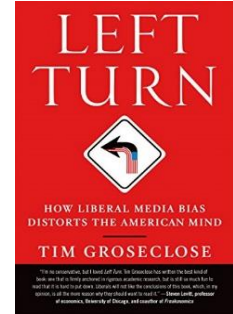
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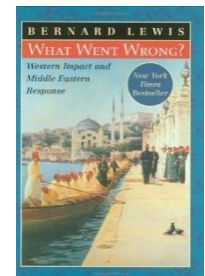
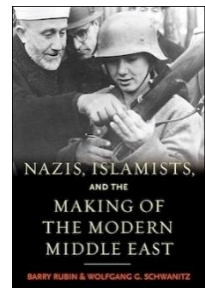
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## Break

### 8. Audiences and Agendas (Nov. 4)

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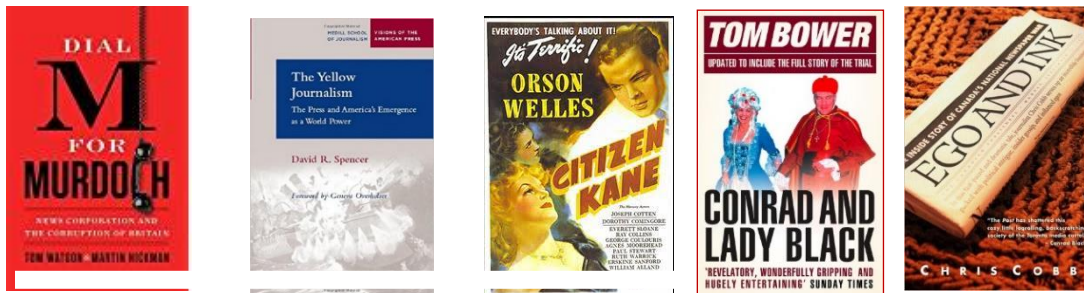
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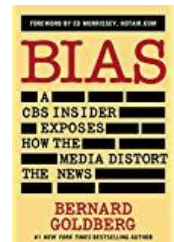
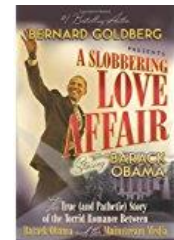
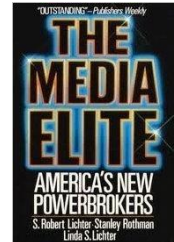


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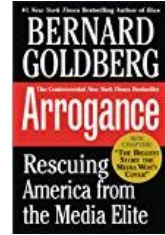
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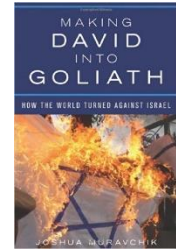
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## Academic Accommodations

### Accommodations during COVID

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

#### Requests for Academic Accommodation

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

#### Pregnancy obligation

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

#### Religious obligation

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

#### Academic Accommodations for Students with Disabilities

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

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its 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](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

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

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

### **Plagiarism**

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

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

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

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

### Submission and Return of Term Work

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

### Grading

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

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

### Approval of final grades

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

### Carleton E-mail Accounts

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

### Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates,

professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### **Official Course Outline**

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

## 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.

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).