

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

Fall 2025

PSCI 4003A

Politics and the Media

Thursday 8:30-11:30 a.m.
Please confirm location on Carleton Central.

I General information

Instructor: Professor Conrad Winn

Office Hours, Consulting Hours, and Communication:

- a. Course Description Communications channel – mainly F2F in campus classroom
- b. Professor Winn's practice:
 - All student emails must follow Carleton rules and use Carleton University email;
 - All meetings are subject to a student's pre-scheduling by email except for meetings in or just outside the classroom at the end of class;
 - All meetings on a subject affecting an optional team (e.g. a team project) should involve all members of the team;
 - All student emails devoted to pre-scheduling a meeting should describe the meeting's purpose. This is to allow the instructor to prepare in order to enhance the value of the meeting for the student's benefit;
 - All student emails devoted to pre-scheduling a meeting should offer three time-options convenient to the student;
 - Student emails will sometimes receive email responses within minutes, normally within 48 hours, subject to constraints arising from other university responsibilities;
 - Most meetings will be by Zoom (telephone as backup);
 - Availabilities for pre-scheduled Zoom meetings (telephone as backup) will be noon to 7 pm on weekdays, subject to prior commitments;
 - Campus F2F meetings will normally take place in the Library;
 - Availabilities for pre-scheduled F2F meetings in the Library will normally be noon to 2 pm Wednesdays and Thursdays, subject to prior commitments and pre-scheduling;
 - Professor Winn does not reserve his office for consulting.
- c. Destination email - cljwinn@cunet.carleton.ca, a channel that will elicit a quicker response.

II Course Description

IIa Why News, Omissions/Falsities, and Your Counter-Measures Matter

News can be useful, e.g. for

- politicians in planning election campaigns and policies,

- cabinets for information to counter-balance bureaucrats or business lobbies and/or to supplement polls as a guide to what voters are thinking,
- public servants to fine-tune programs or anticipate ministerial interests,
- corporations, unions, charities, universities and others to anticipate government sentiment and estimate the most effective ways of lobbying,
- citizens as a partial window on the broader world, e.g. war, safety, crime, health, equality, inflation, taxes, corruption, misogyny, agism, and/or the future of the economy.

Media need money. They need money to lessen anxiety that their news might alienate advertisers/regulators/subsidizers (government), influencers and/or viewers/subscribers. They need money as reassurance in an era of declining media audiences/organizations/income.

Hundreds of newspapers died in North America in the 21st C. Inventor of 24 hour broadcast news, CNN falls short of even 0.5% of its potential audience in its core market, the U.S.A. Often considered the giant news broadcaster today, Fox News may not reach 5.0% of the American adult population for a given broadcast.

Honest news was a challenge pre-WW2. In its concealed monopoly contract with Hitler's Germany, the Associated Press was required to hire Nazis, supply photographs for Nazis' benefit, export Nazi propaganda under the AP logo, and report nothing that could possibly harm Nazism, the Nazi party, the Gestapo, or other Nazi institutions.* Generations later, AP signed an analogous agreement with North Korea. It would hire a reporter, a photographer, and a driver from the dictatorship's ostensible news agency.**

The tables below list challenges to media/journalists (table 1) and consumers (table 2). The first column in each table presents challenges facing media/journalists. The second column describes counter-measures that news consumers might consider.

*Table 1:
Media Fear, Weak Knowledge/Reporting, and Partisanship –
Some Counter-Measures for News Consumers*

<i>Media Challenges</i>	<i>Possible Counter-Measures for News Consumers to Consider – Esp. Sources without Financial Conflicts</i>
1. Media fear of dictatorships	Choose thinktanks, research institutes, Internet sources, dictatorship experts, and university programs not on the payroll of a dictatorship or its corporate or nation-state proxy)
2. ...fear of governments	Choose media opposed to a domestic government – their reports may be more revealing.
3. ...weak on international affairs	Compensate with brave think tanks/experts in your subject of interest and uncontrolled by a dictatorship or its proxies.
4. ...weak on govts prone to violence	Analogous to above
5. ...weak on govt spending, debt, inflation and related themes	Consider spending experts, econ/policy journals and/or top business publications with weak or no party preferences
6. ...weak on regional conflict (e.g. Finland-Russia, V-Nam-China)	Turn to regional journals, newspapers, region-oriented experts and others with no financial conflicts-of-interest

Media Challenges	Possible Counter-Measures for News Consumers to Consider – Esp. Sources without Financial Conflicts
7. ...weak on military issues. (US Gen. said UKR to lose quickly if invaded)	Seek private opinions of arms makers/historians/combat officers/war strategists/country experts.
8. Media partisanship dealing with untruthful politicians	To counter-balance government influence, choose media favouring a pro-democracy, anti-government party.

* Harriet Scharnberg (2016) at [The Alpha and P of Propaganda | Contemporary historical research \(zeithistorische-forschungen.de\)](#). See also [How the Associated Press Became Part of the Nazi Propaganda Machine | Smart News | Smithsonian Magazine](#); [Revealed: how Associated Press cooperated with the Nazis | Germany | The Guardian](#).

** Nate Thayer, “The Associated Press in North Korea: A Potemkin news bureau?” *NK News* at [The Associated Press in North Korea: A Potemkin news bureau? | NK News](#). See also [apdraftagreementdecember2011.pdf \(nknews.org\)](#).

Table 2:
*Laziness, Limited Knowledge and Other Weaknesses of News Consumers –
Some Possible Counter-Measures*

Consumer Challenges	Possible Counter-Measures for Consumers to Consider
1. Laziness – Nobel’s Daniel Kahneman, <i>Thinking, Slow and Fast</i> says most people understand and think little.	A counter-measure to urge thinking more carefully about news is to contemplate financial effects of thinking more about the career value/valuelessness of news.
2. The Planet – unable to travel, people may discount relevance of the planet.	A counter-measure is to accept that (a) events far away can affect us and (b) forecasters may profit greatly.
3. Corruption – most people abhor govt corruption but know little.	A counter-measure is build a business/career turning knowledge of corruption into public value and success.
4. Democracy – democracies’ quality of life is greater but studying what people truly want is rare.	A counter-measure is for you to think about how you can build a career that turns knowledge about what people care about into success.
5. Policy – many sense that government spending trumps revenue.	A counter-measure is to rank govt programs for effectiveness/efficiency and contemplate benefits for you.
6. Quant often trumps qual in spending priorities and in hiring; yet news, govt reports, and polisci are largely qual.	Counter-measures could be methods for prioritizing effectiveness metrics, programs, policy analysis and news reporting.

Table 3, below, lists some classic writing on media weaknesses or misconduct. A possibility could be to consider how to transform one or more of the weaknesses/misconducts in table 3 into a business and/or income advantage.

Table 3:
Major Books on the Weaknesses of News Producers and News Consumers

Possible Counter-Measures for Consumers to Consider
1. Tom Watson and Martin Hickman, <i>Dial M for Murdoch: News Corporation and the Corruption of Britain</i> (London: Penguin, 2012) as an illustration of owner chicanery,

Possible Counter-Measures for Consumers to Consider	
2.	Neil Postman, <i>Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness</i> as an illustration of media superficiality,
3.	Timothy Crouse, <i>The Boys on the Bus</i> for group think or Gay Talese, <i>The Kingdom and the Power</i> on the mega-power of the NYT in its heyday,
4.	Marshall McLuhan, <i>The Medium is the Message</i> on the then emerging power of television,
5.	James Fallows, <i>Breaking the News</i> on the phoniness of journalists,
6.	Sharyl Atkisson, <i>Slanted: How the News Media Taught Us to Love Censorship and Hate Journalism</i> (HarperCollins, 2020);
7.	Alex Berenson's best seller series entitled <i>Unreported Truths about COVID-19 and Lockdowns</i> (2021) plus his subsequent commentaries, valuable because of timeliness;
8.	Robert M. Smith, <i>Suppressed: Confessions of a Former New York Times Washington Correspondent</i> (2021), valuable in part because of revelations.
9.	Nobel prize winner Daniel Kahneman's <i>Thinking, Slow and Fast</i> re how human beings think or, more precisely, hardly think. His views on the non-thinking of news consumers can be transformed into research on how thoughtful news can motivate people to think.

IIb Source Material

Sources are references in syllabus/lectures/PPTs/news/readings. Students are asked to be

1. skeptically aware of long-standing media such as CBC, CNN, Fox News, Globe and Mail, National Post, Wall Street Journal, Times (London), Telegraph, Washington Post and many others;
2. open to partisan conflicts including the true position of each side, e.g. Fox News vs. MSNBC, NYT vs N.Y. Post, Globe and Mail vs. National Post, etc.;
3. open to paradox, e.g. (a) unexpected constraints on Fox News from its sizeable liberal minority audience or on some Canadian journalists from occupational ambition in U.S. media, (b) ostensibly left and right media exchanging policy positions or the roots of left and right in religion, (c) ostensibly ideological media favouring positions that only *seem* to be left or right, (d) financial conflicts-of-interest, e.g. the direct financial power over U.S. media of big pharma, (f) foreign dictatorships' direct power over media through threats of violence and indirect power through financial and other influences over universities and/or (g) bigotry shared by left and right;
4. conscious of many media abroad, e.g. UK media seemingly on the left and right and often influenced by UK politics, Singapore Straits-Times, Jerusalem Post, Times of India with an emphasis on pro-democracy media that you disagree with or that happen to be skeptical of the party in power;
5. alert to countless other niche media/thinkers 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, Gatestone, the Tower, Daniel Pipes, israelunwired, americanthinker, AEI, 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, you find surprising, carry facts absent elsewhere and/or happen to oppose the party in power; and
6. cautiously receptive to data and information companies such as Statista, Janes, Debka, and investment advisories such as Mauldin Economics.

Please be paradoxical. Sometimes the most valuable data are free or very expensive. Sometimes sources you do not agree with remain very valuable even if they only caution you but do not change your position.

IIc Conrad Winn – Bio in Brief

Some features possibly relevant to the course:

1. >50 years as univ prof;
2. high media/quant research (books, govt/corp/univ/charity consulting);
3. books/articles on broadcasting/media/elections/extremism etc.;
4. indigenous research qual/quant, all provinces, NWT for >decade;
5. many meetings with UK/US/Cdn govt leaders, officials, and media;
6. >1000 polls for scholarship/media/govt/corps/unions/charities/univs;
7. doesn't always vote – nonpartisan caution.



5. Optional interviews with non-university experts	
6. Reporting vs. non-reporting incl. cruelties/corruption	"
7. Essay brevity	"
8. High biblio. refs. in syllabus/PPTs	"
9. Submission dates and essay requirements vital	"

IIId How Prof. Winn Sees Framing Course for Students' Career Advantages

The first column in table 4, below, lists intended course effects; the second column describes potential value for students in career planning.

Table 4:

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

Key organizational features of the course are:

1. PPTs – for lectures, including bibliographic references relevant to tests and with career value;
2. Multiple choice tests – dates shown in sections VI on VII;
3. Lectures – please interrupt to ask questions, add thoughts, or disagree;
4. Disagreement welcome – those who disagree will normally get the last word;
5. Some term paper options are noted below. Alternative (a) empirical-quantitative, (b) specialized qual. and (c) qual-quant options are welcome in proposals or, if changed, in brief written requests with discussion if needed.
6. The table in section VI distils information relevant to organizing your obligations in this course.

IV Learning Outcomes – How Some Might Be Valuable

<i>Desirable Outcome for You</i>	<i>Possible Value</i>
1. Greater understanding of (a) limits of traditional and/or legacy media, (b) limits of greed and fear, and (c) value of specialized media and truly independent/fearless experts	Increased alertness to career/grad school value of a true diversity of sources
2. Higher ability to evaluate truthfulness in news	Vital in grad. school and employment
3. Quant – higher exposure through reading/research	Same as above plus potential publication
4. Qual – high understanding of unique value and potential link to quant	Similar to above
5. Satisfying submission dates	Deadlines often crucial to success

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

Va Textbooks – None

Most items in section VIII, below, are available on the Internet, at the Carleton library, or at another library from which the Carleton library can arrange a loan on your behalf.

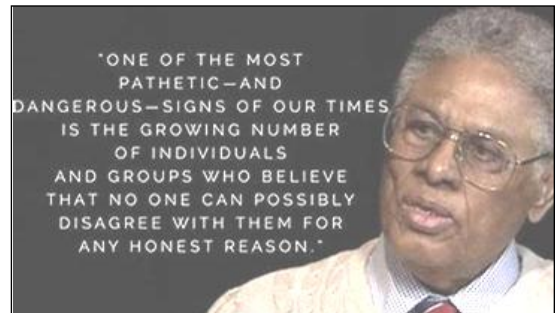
A subset of priority items (an asterisk) will be available on the Internet or on Carleton Library Reserve. In the case of sources on the Internet, please note that organizations may modify their websites unexpectedly, causing a URL link to no longer function even if briefly. One solution may be to search for the item at the source website.

Another approach may be an Internet search. It may sometimes lead to much free content by or about the author. In the case of books available for purchase, a few of you with strong personal interests may opt to make a purchase from a bookstore, the publisher or another source. Purchases are not required for the course.

Vb Lectures, Testing, Disagreement, and Sources

Please note the following:

- Queries, comments, and disagreement are all welcome.
- Often inspiring, courteous disagreement can lead to interpretations that neither party originally thought of or even a consensus that it may be difficult to know which interpretation to embrace.
- CW agrees with Professor Thomas Sowell that “one of the most pathetic – and dangerous – signs of our times is the growing number of individuals and groups who believe that no one can possibly disagree with them for any honest reason.”
- Short, multiple-choice tests – will begin seven classes (see sections VI and VIII for dates and test content);



- A diversity of sources is essential for helping understand when legacy media are or are not fearless, forthcoming and accurate – independent think tanks, independent scholars, professors, specialized media, courageous authors and others;
- Defamation – vital to (a) protect yourself against unintentional calumny and (b) appreciate that certain people (e.g. U.S. politicians) have often been unprotected against defamation.

Many types of readings/presentations appear in syllabus and PPT's. Students will be expected to follow the news from MSM and non-MSM sources, read the syllabus a few times, be aware of its diversity of sources, note those asterisked, and become familiar with those asterisked and/or highlighted in class.

Vc Communicating and Consulting

Please

- follow Carleton rules – only a Carleton email address;
- text to Prof. Winn's phone (437-554-4705) when time-sensitive including your name and course;
- in your proposal or Oct. 15 at latest, request permission in writing for a term paper topic not pre-authorized in this syllabus;
- consult CW if you feel a need for research methods advice and the library's Ms. Aleksandra Blake re access to works on your topic;
- consider consulting University authorities for authorization in early September if you plan survey research;
- please review carefully the content in sections VI, VII, and VIII, especially dates.

VI Evaluation at a Glance

Date	Type	% Course Grade
Sept. 25	MCT = Multiple choice test	7
Sept. 29	Research Proposal	8
Oct. 2	MCT	7
Oct. 16	MCT	7
Oct. 20-24	Break Week	nil
Nov. 13	MCT	7
Nov. 28	MCT	7
Dec. 4	MCT	14
Single authors –For family names beginning A to L, submission is requested on Nov. 19 but no penalties unless submitted after Nov. 26. For family names M to Z, the requested submission date is Nov. 26, penalties thereafter.	Essay	43
Teams of two or more co-authors – same as above using the family name of the co-author first in alphabetical order and with the caveat that quality should rise in proportion to the rise in number of authors.	Same as above	Same as above
Based on thoughts shared in class, the oral contribution grade can raise a student's course grade, not lower it.	Oral contributions and/or a grade raiser	15
Optional contribution to list of professors in democracies is a possibility. Task requires conversation and written confirmation by Professor Winn.	List of professors	15

VII Evaluation in Detail

<i>Date</i>	<i>Type</i>	<i>% Course Grade</i>	<i>Likely ETA of Grade or Feedback</i>	<i>Content</i>
Sept. 25	MCT = Multiple choice test	7	Next morning	Lecture, text/readings, news
Sept. 29	Research Proposal, uploaded to Brightspace	8	Approx. a week after submission	NA
Oct. 2	MCT	7	Next morning	Lecture, text/readings, news
Oct. 16	MCT	7	Next morning	Lecture, text/readings, news
Oct. 20-24	Break Week	NA	NA	NA
Nov. 13	MCT	7	Next morning	Lecture, text/readings, news
Nov. 28	MCT	7	Next morning	Lecture, text/readings, news
Dec. 4	MCT	14	Next morning	Lecture, text/readings, news
Single authors – for family names beginning A to L, submission is requested on Nov. 19 but no penalties unless submitted after Nov. 26. For family names M to Z, the requested submission date is Nov. 26, penalties thereafter.	Essay, uploaded to Brightspace	43	Feedback approx. two weeks after submission	For more detail, see “Essays – late,” below.
Teams of two or more co-authors – same as above using the family name of the co-author first in alphabetical order	<ul style="list-style-type: none"> Same dates as above Please note that expectations of quality rise in proportion to number of authors 	Same as above	Same as above	For more details, see “Essays – late,” below.
Based on thoughts in class, the oral contribution grade will affect course grade if higher than the remainder of course grade.	Oral contribution – optional grade raiser	15	End of term on request	<ul style="list-style-type: none"> Any comments relevant to lectures, methods, news or discussions. Please see grading detail to far left.
Optional contribution to list of professors in democracies.	Data collection as optional grade raiser and source of empirical experience	15	End of term per discussion.	Requires conversation and written confirmation by Prof. Winn.
Tests – missed	<ul style="list-style-type: none"> For one missed test, grade will be imputed as average of all others. For a second and subsequent missed test, to avoid a zero grade the student is asked to please provide the instructor with a physician’s note or a successful case. If deemed appropriate by the instructor, a student may also have an option of submitting an 			

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
				academic-consideration-for-coursework request form at https://carleton.ca/registrar/academic-consideration-coursework-form/ .
Essays – topics				<p>Conrad Winn will happily provide counsel on request re essays with any of the following considerations in mind or on topics not listed below:</p> <ul style="list-style-type: none"> ○ Quantitative or qualitative; ○ Any quantitative analysis involving survey/opinion research or media content analysis OR ○ Any qualitative analysis (i.e. non-quantitative analysis) where your main purpose is to assess accuracy of reporting on a single event or phenomenon, e.g. media analysis of an important topic such as government debt, inflation, inequalities between cohorts, Iran’s expansion through proxies or reporting of genocides through history (e.g. Ottoman-Turks on Christians, Japan on China in 1930’s, Maoists on Chinese, Soviet gulag, Nazi genocide of people with disabilities, Nazi extermination of Jews, Russia’s extermination of Crimean nations, etc.). OR ○ Any qual or quant or combined analysis of media reporting on mistreatment of a minority in a North American or European country in the first half of the 20th C. OR ○ Any qual or quant or combined analysis of media reporting on a nation-state’s use of proxies (e.g. Iran as the most current, major example) OR ○ An experimental use of several search engines on media coverage of recent issues with a partisan element and using several computers on each issue using different personal names if requested.
Essays – requirements				<ul style="list-style-type: none"> ○ Page notes, not end notes ○ Maximum 4 pp plus bibliography/appendix (no limits but caution advised) ○ Appendix may contain tables/charts ○ Bibliography limited to items in page notes ○ Many examples to be discussed in class with some detail posted.
Essays – advice				<p>Conrad Winn will happily provide counsel on request re essays with any of the following goals in mind:</p> <ul style="list-style-type: none"> ○ choosing a topic, ○ finding information or data. ○ minimizing ratio of effort to success to the extent possible, ○ increasing likelihood of achieving a student’s goal, ○ assuring your success doing qualitative or quantitative analysis or a simplified combination of both and/or ○ use of AI and/or search engines.
Essays – late				<ul style="list-style-type: none"> ○ Following university rules, late submissions will be accepted til Dec. 5, 2025. Two percentage points will be deducted per day after Nov. 26 irrespective of last name unless supported by an MD’s note, evidence of disruptive circumstances, or other documentation deemed adequate by instructor. ○ After midnight December 5, 2025, Prof. Winn will need persuasive evidence to accommodate submission.
Essays – Carleton University AI Rule. verbatim				<ul style="list-style-type: none"> ○ “As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here [i.e. the syllabus] with the course instructor to ensure it supports the learning goals for the course.”
Essays – AI Use				<ul style="list-style-type: none"> ○ Carleton rules require written permission by the instructor for AI use. Even if limited to searching for sources, your appendix should please specify search engine name(s) and search word(s) that you used. A lecture will provide the rationale. ○ Any AI use in your essay must be noted on page 1 of the essay indicating that the essay’s appendix includes a brief description of details. Please provide in your appendix adequate information about why and how AI was used and what you did to mitigate risk. Such information is essential to indicate the possibility or absence of limitations as well as to protect your credit.

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
				<ul style="list-style-type: none"> ○ AI reservation # 1 – use of AI as a source for writing means submitting as your own a paper prepared by software created by people other than you. That explains why use of AI to write a paper is an unacceptable practice in this course. ○ AI reservation # 2 is that Google and some other search and/or AI devices have a history of partisan or quasi-ideological bias and hence intellectual limitations in searching for source material even if their use in essay preparation is permitted so long as adequately described. ○ AI reservation # 3 is that Google and some other search and/or AI devices may not explore highly valuable but more obscure print or author sources such as many listed in section VIII, below. Google purposely avoided finding sought-after information in the 2020 U.S. Presidential election. ○ AI reservation # 4 is that Google and some other search and/or AI devices may not explore highly valuable writing/analysis in languages less common than English.
Essays – Rationale for AI Rules				<p>Beyond Carleton University's perspectives, the course rationales for the above AI rules are to:</p> <ul style="list-style-type: none"> ○ help protect the University's reputation for honest grading of honestly prepared student essays; and ○ share insights about the limits to objectivity of AI and search engine procedures.
Essays – other constraints				<p>Students are prohibited from submitting to this course essays</p> <ul style="list-style-type: none"> ○ previously submitted in another course, ○ acquired in whole or part by commercial transaction or ○ not authored by the student. <p>More details on essay content options will be presented in class and on Brightspace.</p>

VIII Course Schedule – Topics, Reading, and Tests

Classes will tend to have one or more sets of PPTs on Brightspace weekly. Each week, kindly skim through the small subset of references that have an asterisk (star). The first example is “*Daniel Kahneman, Thinking, Fast and Slow (New York: Farrar, 2011).”

Varied Pro-Democracy Sources

This helps to avoid deception.

Some Other Lecture Topics Available

Discussion and perhaps class polling may be used to learn if you'd prefer an auxiliary topic (e.g. censorship – political or health) to a topic below, as discussed in the section on week 13.

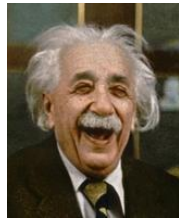
1. Basic Questions about Reliable and Useful Information—

(a) Journalism—What’s wrong or dangerous, why, and what should be our defence

(b) Academia—What’s good according to Einstein and bad according to Edison

(c) Syllabus – Review

(d) Empirical (i.e. Quantitative) Research—how do we make it serve you (Sept. 4)



Vs.



1. *Course Syllabus presented in some detail – discussion of course purpose and intended career/graduate school benefits for students, essay options, expectations and availability for assistance, possible publication, tests, emails, other course tasks.
2. *Unless otherwise indicated, the following items are taken from *Dan D. Nimmo and Keith R. Sanders, eds., *Handbook of Political Communication* (Beverly Hills: Sage, 1981): Robert L. Savage, “The Diffusion of Information Approach,” chap. 3; Maxwell E. McCombs, “The Agenda-setting Approach,” chap. 4; Richard Hofstetter, “Content analysis,” chap 19; Alan Rubin, “Uses, gratifications and media effects research” in Jennings Bryant and Dolf Zillmann, eds., *Perspectives on Media Effects* (Hillsdale, N.J.: Lawrence Erlbaum, 1986).
3. Sharyl Attkisson, *The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote* (Harper, 2018).

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

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

(b) Japanese Imperial Democides 1937-45,

(b) Record Democides by Communist China,

(c) Media Non-Reporting,

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

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

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

(Sept. 11)

Combination of Traditional and Independent Writing

1. *R. J. Rummel, *Power Kills: Democracy as a Method of Nonviolence* (New York: Routledge, 2017)

2. *Powerkills, a major website organized by Professor Rummel to reflect his understanding of mass murder and the agency of Communist, Nazi, Imperial, and other autocracies, not democracies.
<http://www.hawaii.edu/powerkills/LIST.HTM>
3. The United States Holocaust Memorial Museum at <https://www.ushmm.org/>, which Professor Rummel recommends as a source and with which he purposely avoids overlap.
4. *Gordon G. Chang, "Wall Street Wants More Frauds from China" (Gatestone, 17 August, 2020)
5. Wang, Jenny. "How Managers Use Culture and Controls to Impose a '996' Work Regime in China That Constitutes Modern Slavery." *Accounting and Finance (Parkville)* 60, no. 4 (December 2020): 4331–4359.
6. INFOGRAPHIC: How the Chinese Regime Colluded With WHO During the Pandemic ANNIE WU AND EPOCH TIMES STAFF 1-Jun-20
https://www.theepochtimes.com/infographic-how-the-chinese-regime-colluded-with-who-during-the-pandemic_3372694.html
7. James Q Whitman, *Hitler's American Model: The United States and the Making of Nazi Race Law* Kindle Edition
8. Dinesh Dsouza, *Death of a Nation: Plantation Politics and the Making of the Democratic Party* (Macmillan. 2019)
9. Li-Meng Yan told Fox News that she believes China knew about the coronavirus well before it claimed it did. She says her supervisors also ignored research she was doing that she believes could have saved lives. Barnini Chakraborty, Alex Diaz 20200710 Fox News
<https://www.foxnews.com/world/chinese-virologist-coronavirus-cover-up-flee-hong-kong-whistleblower>
10. Gordon Chang, *The Coming Collapse of China*
11. Clive Hamilton and Mareike Ohlberg, *Hidden Hand: Exposing How the Chinese Communist Party is Reshaping the World*.
12. Clive Hamilton, *Silent Invasion: China's influence in Australia*
13. *Robert Spalding, *Stealth War: How China Took Over While America's Elite Slept* 2019
14. *Cathy He, "China Engaged in 'Mass Surveillance' on Americans' Mobile Phones, Report Finds, *Epoch Times* December 17, 2020 at
https://www.theepochtimes.com/china-engaged-in-mass-surveillance-on-american-mobile-phones-report-finds_3622636.html?utm_source=newsnoe&utm_medium=email&utm_campaign=breaking-2020-12-17-5

Readings – Why So Many?

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

The goals are for you to

- see the benefit of becoming aware of so many sources,
- embrace reading articles and ideas with diverse points of view including some absent from MSM, and
- become alert to issues you may not have thought of and democratic perspectives you may not agree with.

How Do We Assess Weakness in these Readings?

- We normally look for errors of commission, i.e. lying on purpose.
- But errors of omission might be more fruitful. What might the writer have missed?
- Errors of omissions are one reason why diverse readings are often valuable.

15. Paul. "REPORT: Uighur Slaves Forced to Work in Apple Supplier's Factory." National Legal & Policy Center, December 31, 2020. <https://nlpc.org/2020/12/30/report-uighur-slaves-forced-to-work-in-apple-suppliers-factory/>.
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3. The Age of Murder, Part II

(a) Record Soviet and Chinese Democides,

(b) Nazi Holocaust, Many Nazi Allies' Collaboration,

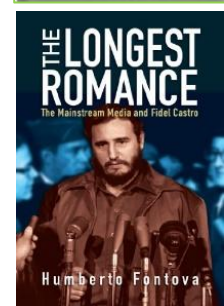
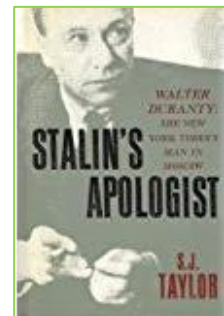
(c) Cuban Murder Volume

(d) Record 20th C Mass Murder and Virtual Non-Reporting,

(e) Media Empirical Research and Its Benefits to You cont'd (Sept. 18)

(a) Semi-Traditional Readings

1. *Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)
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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).
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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?indid=912&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+fpmtdn+%28FrontPage+Magazine+%C2%BB+Discover+the+Networks%29 and/or Jeff Jaccoby, "Castro's true legacy is a bloody trail," *Boston Globe* (January 1, 2007) at <http://www.jeffjaccoby.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)
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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/>
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18. *Marista Leishman, *Reith of the BBC: My Father*
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(b) Somewhat Independent-Minded Readings

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7. Meiling Lee, "A Mother Loses Her Entire Family in the Chinese Regime's Persecution of Falun Dafa," *Epoch Times* July 3, 2020 at https://www.theepochtimes.com/a-mother-loses-her-entire-family-in-the-chinese-regimes-persecution-of-falun-dafa_3411435.html

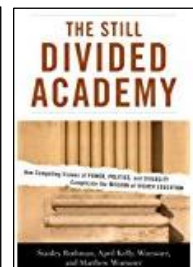
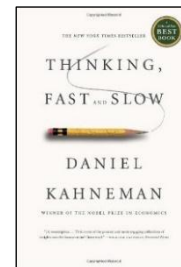
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3. Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003
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7. *David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006) and his *Unholy Alliance: Radical Islam and the American Left* (Regnery, 2004)
8. Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009)
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14. Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65
15. 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.

Censorship and Other Dangers to Media in Democracies

- Media empirical research is a supplementary theme in initial weeks, as shown at the bottom of headings for initial weeks.
- Subsequent weeks will have supplementary mini-lectures/discussions of domestic and foreign threats to the freedom of opinion of citizens and the freedom of reporting of media plus other important but under-reported themes.



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17. <http://www.discoverthenetworks.org/ShadowParty.asp>
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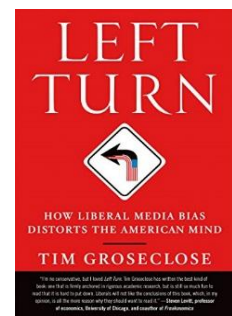
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2. See also Schweitzer's *Clinton Cash: The Untold Story of How and Why Foreign Governments and Businesses Helped Make Bill and Hillary Rich* (Harper, 2015)
3. **Covert Cash: What American Universities Don't Want You to Know about their Foreign Funding at Covert Cash - The Clarion Project*. See also Niall Ferguson speaking on the decline of freedom at universities at [Niall Ferguson: The Vibe Shift Skips Academia - YouTube](#) (2025); "Why UATX Is the Anti-Harvard" at [Niall Ferguson: Why UATX is the Anti-Harvard - YouTube](#) (2025); ["The Treason of the Intellectuals," with Niall Ferguson | Uncommon Knowledge](#) (2025); [How The Nazis Conquered German Universities | Sir Niall Ferguson: The Treason of the Intellectuals](#) (2025)
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5. Victor Davis Hanson, Dec. 27, 2019, Fox News interview on brilliant intellectuals/journalists/politicians vs. ordinary people <https://www.youtube.com/watch?v=MJPUHUHikNI>
6. Toronto police reportedly threaten reporter with arrest. Reporter's 'crime'? Referring to Qassem Soleimani as a 'terrorist.' Referring to Qassem Soleimani as a 'terrorist.' The Blaze 10/1/2020 https://www.theblaze.com/news/toronto-police-reportedly-threaten-reporter-with-arrest-reporters-crime-referring-to-qassem-soleimani-as-a-terrorist?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter_PM%202020-01-10&utm_term=TheBlaze%20Daily%20PM%20-%20last%2070%20days
7. Why Western Media is Biased Against Israel by Bassam Tawil, Gatestone 3-Jun-20 <https://www.gatestoneinstitute.org/16078/media-bias-israel>
8. NYT editor resigns after outrage over publication of GOP Sen. Tom Cotton's 'Send in the Troops' op-ed, Aaren Colen, The Blaze re NYT 8-Jun-20 https://www.theblaze.com/news/times-editor-resigns-cotton-op-ed?utm_source=theblaze-breaking&utm_medium=email&utm_campaign=20200608Trending-BlackTrooperKneelGod&utm_term=ACTIVE%20LIST%20-%20TheBlaze%20Breaking%20News
9. William L. Anderson, The Disastrous Legacy of Woodrow Wilson 07/09/2020 <https://mises.org/library/disastrous-legacy-woodrow-wilson>
10. Llewellyn H. Rockwell Jr., Are Universities Finished? 25-Jul-20 Mises <https://mises.org/wire/are-universities-finished>
11. Tamar Lapin, Michigan teacher claims he was fired over pro-Trump tweets 22-Jul-20 NY Post <https://nypost.com/2020/07/22/michigan-teacher-claims-he-was-fired-over-pro-trump-tweets/>
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 14. *William L. Anderson, *The Disastrous Legacy of Woodrow Wilson* 20200702 at https://mises.org/wire/disastrous-legacy-woodrow-wilson?utm_source=Mises+Institute+Subscriptions&utm_campaign=b35a2a84b3-EMAIL+CAMPAIGN+9+21+2018+9+59+COPY+01&utm_medium=email&utm_term=0_8b52b2e1c0-b35a2a84b3-228770907
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 16. Chris Enloe, "Iowa State prof forbids students to disagree with BLM, abortion. University takes action," 18 August, 2020 at https://www.theblaze.com/news/leftist-iowa-state-prof-forbids-disagreement?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter+PM%202020-08-18&utm_term=TheBlaze%20Daily%20PM%20-%20last%2070%20days
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5. (a) Left Minds, Right Minds, and Media Minds and (b) Empirical (i.e. Quantitative) Limitations of Ideology (Oct. 2) No Class (content to be covered in preceding and successor classes)

(a) Semi-Traditional Readings

1. *Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided over Politics and Religion* (New York: Pantheon, 2012), *passim*.
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3. Peter Sissons (22 Jan 2011) "Left bias? It's written through the BBC's very DNA" *Daily Mail*.
4. Marvin Olasky, *Prodigal Press: The Anti-Christian Bias of the American News Media* (Crossway, 1988).
www.worldmag.com/world/olasky/Prodigal/index.html
5. 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.
6. Tim Groseclose, *Left Turn: How Liberal Media Bias Distorts the American Mind* (New York: St. Martin's Press, 2011)
7. 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->



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8. Steven Gliberman, *Cultural Regulation in Canada* (Montreal: IRPP, 1983) and Conrad Winn, "Paradigms and the Evaluation of Cultural Policy," *Canadian Public Administration* (summer, 1984)
9. Bernard J. Margueritte, "Post-Communist Eastern Europe: The Difficult Birth of a Free Press" (Harvard University Joan Schorenstein Center Discussion Paper D-21, August, 1995)
10. Mark Hollingsworth and Richard Norton-Taylor, *Blacklist: The Inside Story of Political Vetting*
11. Paul Revoir (22 Mar 2007) "BBC pays 200,000 to 'cover up report on anti-Israel bias,'" *Daily Mail*.
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<http://mobile.thestar.com/mobile/canada/article/680446>
13. 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.
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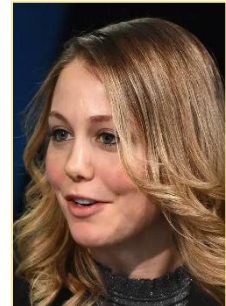
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3. <https://nationalpost.com/opinion/rex-murphy-the-liberals-are-now-at-the-edge-of-a-cliff>
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9. Jan Jakielek interview with Lara Logan, "Collapse of Journalism – Propagandists & 'Political Assassins' Have Infected the Media," *American Thought Leaders* (20210521)
10. Aaren Colen, "Washington Post media critic rips Rachel Maddow for 'misleading and dishonest' Steele dossier, Russia coverage," *The Blaze* 27-Dec-19 at https://www.theblaze.com/news/washington-post-media-critic-rips-rachel-maddow-for-misleading-and-dishonest-steele-dossier-russia-coverage?utm_source=theblaze-breaking&utm_medium=email&utm_campaign=20191227Trending-WaPoMaddow&utm_term=TheBlaze%20Breaking%20News
11. A recent case of a simple-minded media mind: Carlos Garcia, "CNN helps raise \$230K for a single mom of three over eviction, and then they issue a major correction," August 9, 2021. *Blaze* at https://www.theblaze.com/news/cnn-dasha-kelly-mom-correction?utm_source=theblaze-dailyAM&utm_medium=email&utm_campaign=Daily-Newsletter__AM%202021-08-10&utm_term=ACTIVE%20LIST%20-%20TheBlaze%20Daily%20AM



6. Internet and Social Media (Oct. 9)

(a) Semi-Traditional Readings

1. Jacqueline Botterill; Marian Bredin; Tim Dun, "Millennials' Media Use: It Is a Matter of Time," *Canadian Journal of Communication* 40 (2015) 3.
2. 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>.
3. 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>
4. 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/>
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7. Carr, David. "How Drudge Has Stayed on Top." *The New York Times.*, 15 May 2011. Web. 22 Nov. 20163.
8. Anne Morse, "The First Rathergate," *National Review Online* (September 15, 2004).
9. Sutton, Kelsey, and Peter Sturme. "The Fall of Salon.com." *POLITICO Media*. Web. 22 Nov. 2016.
10. Staley, Oliver. "Twitter Is a Cultural Success and a Business Failure." *Quartz*, 25 Oct. 2016,
11. Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths* (2006)
12. Mutter, Alan D. "Why Online News Sites Keep Failing." *Los Angeles Times*.
13. Los Angeles Times, 25 June 2015.at www.latimes.com/opinion/op-ed/la-oe-0625-mutter-news-startups-20150625-story.html>.
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<<http://www.alex.com/siteinfo/washingtonpost.com#?sites=washingtonpost.com>>.
16. "The Washington Post Surges to 76 Million Monthly Users." *The Washington Post*. 14 Jan. 2016 at www.washingtonpost.com/pr/wp/2016/01/14/the-washington-post-surges-to-76-million-monthly-users-2/?utm_term=.42e936a7a7bb.
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(b) Somewhat Independent-Minded Readings

1. A pluralist Muslim leader on social media and the Internet as agents of extremism among children at <https://www.gatestoneinstitute.org/14586/radicalization-children-threat>
2. After Democratic candidate Tulsi Gabbard blocked by Google --
<https://www.theblaze.com/news/tulsi-gabbard-campaign-sues-google-for-blocking-her-ads-after->

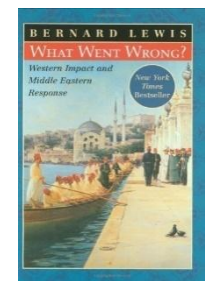
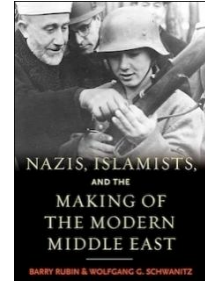
[first-democratic-debate?utm_source=Sailthru&utm_medium=email&utm_campaign=Daily-Newsletter_PM-Final%202019-07-25&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days](https://www.first-democratic-debate.com/?utm_source=Sailthru&utm_medium=email&utm_campaign=Daily-Newsletter_PM-Final%202019-07-25&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days)

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4. https://www.newsmax.com/streettalk/peter-thiel-google-tech-silicon-valley/2019/07/15/id/924410/?gdpr_consent=&gdpr=false
5. <https://www.youtube.com/watch?v=Uk2Dp4tYo8M&feature=youtu.be> Sen. Cruz interviews Zuckerberg
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7. Google “Machine Learning Fairness” Whistleblower Goes Public, says: “burden lifted off of my soul” 8/14/2019 <https://www.projectveritas.com/2019/08/14/google-machine-learning-fairness-whistleblower-goes-public-says-burden-lifted-off-of-my-soul/>
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9. Shaw, Mitchell. “Facebook: Censorship and Hypocrisy: Facebook and YouTube are penalizing conservatives for not being politically correct, yet not punishing liberals for hate and threats of violence.” *The New American*, Vol.35, no.16, 2019, pp.10
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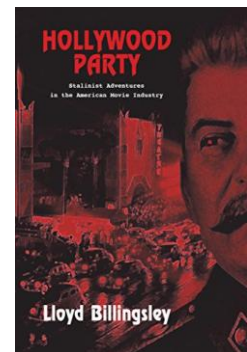
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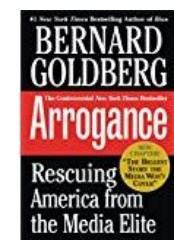
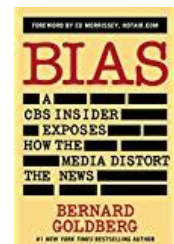
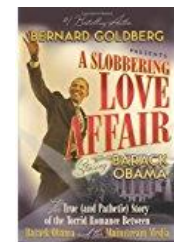
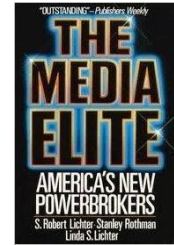
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Denis MacEoin Gatestone 9-Jun-20
<https://www.gatestoneinstitute.org/author/Denis+MacEoin>
6. Former CNN anchor Soledad O'Brien says a network exec told her she could only book the 'right kind' of black guests. Phil Shiver *The Blaze* 15-Jun-20
https://www.theblaze.com/news/soledad-obrien-cnn-right-kind-black?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter_PM%202020-06-15&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days
7. Thomas A Brown, The Biggest Scandals to Hit NPR June 18, 2020
8. <https://www.grunge.com/219091/the-biggest-scandals-to-hit-npr/>
9. REPORT: AL JAZEERA VIOLATING U.S. LAW BY OPERATING AS UNDISCLOSED QATARI AGENT Adam Credo *Streetwise Politics* 20200709 <https://www.streetwisepolitics.com/articles/report-al-jazeera-violating-u-s-law-by-operating-as-undisclosed-qatari-agent/>
10. Steven Emerson, New Report Confirms Al Jazeera's Role as Qatari Agent July 14, 2020 at <https://www.investigativeproject.org/8474/new-report-confirms-al-jazeera-role-as-qatari>
11. Tucker Carlson says NYT plans to reveal location of his home in order to injure his family and shut him up, Sarah Taylor *Blaze* 20200721 https://www.theblaze.com/news/tucker-carlson-times-home-address?utm_source=theblaze-breaking&utm_medium=email&utm_campaign=20200721TrendingAB-TuckerHomeAddress&utm_term=ACTIVE%20LIST%20-%20TheBlaze%20Breaking%20News
12. Washington Post settles Nicholas Sandmann defamation lawsuit in Covington Catholic High School controversy Fox News 7/24/2020 <https://www.foxnews.com/media/washington-post-settles-nicholas-sandmann-defamation-lawsuit-in-covington-catholic-high-school-controversy>
13. Late in the interview is journalists' and agent's discussion of Hillary Clinton's effort to block media from interviewing secret service agent author of *Crisis of Character* Fox News Jul-20
https://www.youtube.com/watch?v=Az33CK79b_Q
14. Thomas Lifson, *American Thinker* 26-Dec-19
https://www.americanthinker.com/blog/2019/12/canadas_governmentowned_cbc_so_petty_that_it_cut_out_trumps_cameo_role_when_broadcasting_emhome_alone_2em.html
15. "Red alert for green journalism – 10 environmental reporters killed in five years," *Reporters without Borders* 21 August, 2020 at <https://rsf.org/en/news/red-alert-green-journalism-10-environmental-reporters-killed-five-years>
16. Paul Sacca, "Confidence in Fauci plunges; quarter of Americans say the coronavirus pandemic is over: poll," *Blaze* 22-May-21
17. Interview with Larry Elder, Facebook Canceled Trump for His 'Big Lie,' but Not Harry Reid and an AP Reporter for Their Lies (theepochtimes.com) May-21 (theepochtimes.com)
18. Kameron Duncan, "Former New York Times Writer Blames 1 Sport For Paper's Decline," *The Sun* (20230715) available at [Former New York Times Writer Blames 1 Sport For Paper's Decline \(msn.com\)](https://www.msn.com/en-us/sports/story/former-new-york-times-writer-blames-1-sport-for-paper-s-decline).



12. Topic to Be Selected by Class (Nov. 27)

(a) Semi-Traditional Readings

1. Zephyr Teachout, "Google is coming after critics in academia and journalism. It's time to stop them," *Washington Post* at https://www.washingtonpost.com/news/posteverything/wp/2017/08/30/zephyr-teachout-google-is-coming-after-critics-in-academia-and-journalism-its-time-to-stop-them/?utm_term=.377df1c10bb74.
2. Bruns, A., Weller, K. (2014). Twitter data analytics – or: the pleasures and perils of studying Twitter. *Aslib Journal of Information Management* 66(3), DOI: 10.1108/AJIM-02-2014-0027.
3. Ceron, A., Curini, L., Iacus, S.M., Porro, G. (2013). Every tweet counts? How sentiment analysis of social media can improve our knowledge of citizens' political preferences with an application to Italy and France. *New Media and Society* 16(2), p.340-358. doi: 10.1177/1461444813480466.
4. Desai, M., Mehta, M.A. (2016). Techniques for Sentiment Analysis of Twitter Data. Computing, Communication and Automation (Conference). doi: 10.1109/CCAA.2016.7813707.
5. Greenwood, S., Perrin, A., Duggan, M. (2016, Nov 11). "Social Media Update 2016." Pew Research Centre. Retrieved from <http://www.pewinternet.org/2016/11/11/social-media-update-2016/>.
6. Wong, F.M.F., Tan, C.W., Sen, S., Chiang, M. (2016). Quantifying Political Leaning from Tweets, Retweets, and Retweeters. *IEEE Transactions on Knowledge and Data Engineering*, 28(8), p.2158-2172. Retrieved from http://journals2.scholarsportal.info.proxy.library.carleton.ca/pdf/10414347/v28i0008/2158_qplftrar.xml.
7. "Huffingtonpost.com Traffic Statistics." Huffingtonpost.com Traffic, Demographics and Competitors-Alexa. Alexa, 22 Mar. 2017. Web. 24. 2017. <<http://www.alexa.com/siteinfo/huffingtonpost.com#?sites=huffingtonpost.com>>.
8. "Huffingtonpost.com Traffic Statistics." SimilarWeb. SimilarWeb, 17 Fe. 2017. Web. 24 Mar. 2017. <<https://www.similarweb.com/website/huffingtonpost.com>>.
9. Jamie Brownlee *Access to Information and Social Justice* (Winnipeg: AKPress, 2015)
10. Michel Drapeau, ed., *Federal Access to Information and Privacy Legislation Annotated 2017* (Thomson Reuters, 2017)
11. Access to Information Coordinators at <https://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/atip-airp/coord-eng.asp>
12. For a concise overview of FOI requests: http://guides.library.ubc.ca/ld.php?content_id=29935681
13. For an example of counter-strategies: <http://globalnews.ca/news/3625458/nova-scotia-minister-used-private-email/>

(b) Somewhat Independent-Minded Readings

1. https://townhall.com/columnists/dennisprager/2019/08/06/america-is-drowning-in-the-lefts-lies-about-trump-n2551237?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=08/06/2019&bcid=511febe778977e32122a4bc6fae0b3b5&recip=28535281
2. <https://www.thepostmillennial.com/breaking-twitter-reverses-ban-of-lindsay-shepherd-after-international-outrage/>

3. <https://www.c-span.org/video/?c4808035/googles-election> Senate interview with psychologist Dr. Robert Epstein
4. <https://israelunwired.com/jewish-conservative-female-journalist-banned-from-facebook-instagram-and-twitter/>
5. Amazon Purges Reviews of Bestselling Anti-Obama Book -- https://pjmedia.com/trending/amazon-purges-reviews-of-bestselling-anti-obama-book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a1c635f3bfdb5b30e5ef75089eea428f&recip=28551259
6. <https://www.axios.com/robert-mueller-donald-trump-social-media-reach-0586790d-711f-42fe-b3e1-21acc54cdfa6.html>
7. Amazon bans a book critical of PM Justin Trudeau's China ties Andrea Widburg American Thinker 20200712
https://www.americanthinker.com/blog/2020/07/amazon_bans_a_book_critical_of_pm_justin_trudeau_china_ties.html
8. Facebook begins deleting anti-mask groups Tom Parker Reclaim the Net 23-Jul-20
<https://reclaimthenet.org/facebook-begins-deleting-anti-mask-groups/>
9. Amazon refuses to host Killing Free Speech documentary Cindy Harper *Reclaim the Net* 19-Jul-20
<https://reclaimthenet.org/amazon-refuses-to-host-killing-free-speech-documentary/>
10. Turkey orders censorship of Netflix over gay character, causes doubts over the company's future in the country Cindy Harper *Reclaim the Net* 19-Jul-20 <https://reclaimthenet.org/netflix-turkey-ask-101-gay-character/>
11. Twitter temporarily banned Trump campaign from tweeting, claiming they shared a false video about COVID-19 Carlos Garcia *Blaze* 5-Aug-20 https://www.theblaze.com/news/trump-twitter-ban-coronavirus-misinformation?utm_source=theblaze-dailyAM&utm_medium=email&utm_campaign=Daily-Newsletter__AM%202020-08-06&utm_term=TheBlaze%20Daily%20AM%20-%20last%2070%20days

Below is a partial list of themes that have current relevance and are supported by current observation/analysis/research with respect to media reporting. Most of the themes have more than a single option:

- a. China, Iran and other individual democracy antagonists;
- b. Censorship including separate presentations on the 19th C. to 1950, post-1950, freedom, under Joe Biden, and health/medicine;
- c. Fact vs. fiction about perceptions of and by famous people such as Einstein and Woodrow Wilson;
- d. Fact vs. fiction re public and private sector crime
- e. Fact vs. fiction with respect to misogyny, anti-aboriginal, anti-Jewish, anti-Japanese, anti-black and other forms of non-rational animosities with several separate presentations
- f. Universities and their challenges
- g. Schools and their challenges
- h. Genocides
- i. Lies and deception
- j. Lies and deception by journalists and/or media owners
- k. Democracies' deceptions
- l. News deception
- m. Wrongful control of the press
- n. Doctrine vs. data

This class will be devoted to either one of the above topics according to student wishes or as backup if students prefer pursuing themes already introduced but not sufficiently explored.

13. Student Papers (Dec. 4)

Many student papers will be strong or very strong. From goodwill and a desire to practice, many authors of strong papers will agree to make brief oral presentations and invite discussion. Presentations will only affect the presenter's oral grade if the presentation earns a grade higher than the remainder of the student's course grade. Though many invitees will agree to share their research findings; others may not.

Political Science Course Outline Appendix

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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or
TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances

for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: 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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

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:

<https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within three working days to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays). **For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required

PLAGIARISM

to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640-Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinnà
Career Services (6611)	401 Tor

