

PSCI 4003A
Politics and the Media
Tuesday 11:35 – 14:25 in person, Loeb 243B

I General information

Instructor: Professor Conrad Winn (conrad.winn@carleton.ca), Loeb 676.

Office hours: (some hours will be in person in Loeb 676, others will be via MS Team) and classes:

- in person – Tuesdays and Wednesdays 14:45-16:15 in all weeks except not the last week before mid-term break or the last week of teaching; pre-scheduling not requested;
- via telecom using MS Teams or telephone – Monday and Friday mornings, 9:00-11:00 plus other days when available; pre-scheduling needed >3 hours in advance via email;
- Two special weeks – (a) Teaching will be remote via MS Teams during the week before mid-term break and the week before final exam period. (b) During those two weeks, office hours will be via telecom on Monday (9:00-11:00), Tuesday and Wednesday (14:45-16:15), and Friday (9:00-11:00). The Section VI table lists special dates and requirements in the course.

II Course Description

**IIa Why News Matters,
How Media *RealPolitik* Limits News, and
Counter-Measures that News Consumers Can Take**

News has value. It is useful for cabinets in planning elections and policies as well as in counter-balancing the advice of bureaucrats and business lobbies. News is also useful for citizens striving for

- more safety, health, life expectancy, equality, economic growth, birth rates and freedom of opinion and/or
- less inflation, taxation, government debt, government corruption, crime, and dishonest communication.

Media need money. They need money to lessen concern that their news might alienate advertisers, regulators, subsidizers (government), or other

Syllabus Sections II to VI

- Detail is presented in the syllabus for the benefit of students who request lots of course information in advance.
- The section VI table will ease your organizational efforts. It includes test and term paper dates.
- Some of the other content will be discussed in class with comments welcome.

influencers (big tech). Media need money to estimate the effects on society of taxation, regulation, spending and other government activity.

Legacy media need money too. They face audience decline. Hundreds of newspapers died in North America in the 21st C. CNN, the inventor of 24 hour broadcast news, often falls short of even 0.5% of its potential audience. Today’s ostensibly giant news broadcaster, Fox News, may have never reached 5.0% of the American adult population for a given broadcast.

Honest, forthcoming news was a challenge pre-WW2. In its news monopoly contract with Germany in the 1930’s, the Associated Press was required to hire staff from the Nazi party, supply countless photographs for Nazi propaganda, and export under its logo vast numbers of Nazi photographs for propaganda purposes.* In 2011, AP reportedly signed an analogous agreement with North Korea whereby it would hire a reporter, a photographer, and a driver from the dictatorship’s news agency.**

The next two tables list some challenges to media/journalists (table 1) and to consumers of news (table 2). The first column lists challenges facing media/journalists (table 1) and news consumers (table 2). The second column of each table describes counter-measures that news consumers might consider.

*Table 1:
Fear, Weakness, and Partisanship of Media –
Some Possible Counter-Measures for News Consumers*

Media Challenges	Possible Counter-Measures for News Consumers to Consider
1. Media fear of dictatorships	Choose thinktanks, research institutes, Internet sources, and dictatorship experts who deal with threat well.
2. Media fear of governments	Choose sources opposed to a given government policy, e.g. against USA re-alignment away from U.K. in foreign policy
3. Media weak on international affairs	Compensate with think tanks/experts specialized in the subject, country, or international region of interest to you
4. Media weak on govts prone to violence	<ul style="list-style-type: none"> ○ Analogous to above ○ Consider private consultation
5. Media weak on govt spending, debt, inflation and related themes	Compensate with (a) relevant experts (e.g. economics professors, government-oriented accountants, policy) or (b) some econ/policy journals and/or top business publications
6. Media weak on regional conflict (e.g. Finland-Russia, VietNam-China, Azerbaijan-Iran, Armenia-Turkey, conflict in Pakistan or Nigeria etc.)	Compensate by turning to regional journals, quality local newspapers, region-oriented experts with a pro-democracy bias, libraries, etc.
7. Media weak on military (top U.S. Gen. said Ukraine would be overcome in hours)	Compensate by seeking the private opinions of westerns arms manufacturers, historians of war, and officers
8. Media partisanship dealing with untruthful politicians	To counter-balance ruling politicians, choose media favouring a pro-democracy party opposed to the government

* 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](https://www.nknews.org/2011/12/apdraftagreementdecember2011/). See also [apdraftagreementdecember2011.pdf \(nknews.org\)](https://www.nknews.org/2011/12/apdraftagreementdecember2011/).

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 prize winner Daniel Kahneman’s book, <i>Thinking, Slow and Fast</i> says that most people have limited understanding because of limited thinking.	A counter-measure to motivate people to think more deeply about news is to contemplate the professional/ career/financial benefits of thinking more carefully than others about the career value of the news.
2. The Planet – lacking money to travel and time/skill to boost knowledge, many people mistakenly discount the relevance of the planet.	A counter-measure is to accept that (a) events far away can affect us and (b) forecasters of such events may end up with much career/financial success as a result.
3. Corruption – most people abhor the idea of corruption in government, and yet understand corruption little.	A counter-measure is thinking about how one can build a business/profession/academic career turning knowledge about corruption into public value and hence success.
4. Democracy – most people know that democracies trump dictatorships in quality of life. Yet little research exists on what people care about.	A counter-measure is for you to think about how you can build a business, profession, or academic career that turns knowledge about what people care about into success.
5. Policy – most people sense that government spending continues to trump revenue.	A counter-measure is to consider (a) how competing policy areas can be ranked objectively in priority and (b) how such knowledge can bring career success.
6. Quantification – quantitative data normally trump qualitative thoughts in prioritizing policy spending; yet news is normally qualitative.	A counter-measure for your benefit could be to develop methods for prioritizing (a) some government programs over others and/or (b) some news over other news.

Three tables appear in this section (IIa) on Why News Matters:

- the two preceding tables summarize the potential counter-measures of news consumers against the weaknesses of news producers (table 1) and of news consumers themselves (table 2);
- table 3, below, lists some major writing on media weaknesses and/or misconduct. A possibility for you to consider might be how to transform one or more of the weaknesses or misconducts of news producers 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,
2. Neil Postman, <i>Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness</i> as an illustration of media superficiality,

Possible Counter-Measures for Consumers to Consider
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 <i>NYT</i> 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 current relevance;
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 web lectures or, better still, his <i>Thinking, Slow and Fast</i> , for its understanding of how human beings think or, more precisely, hardly think at all. His views on the non-thinking of news consumers can be transformed into research on how thoughtful news producers can motivate news consumers into thinking.

IIb Source Material

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

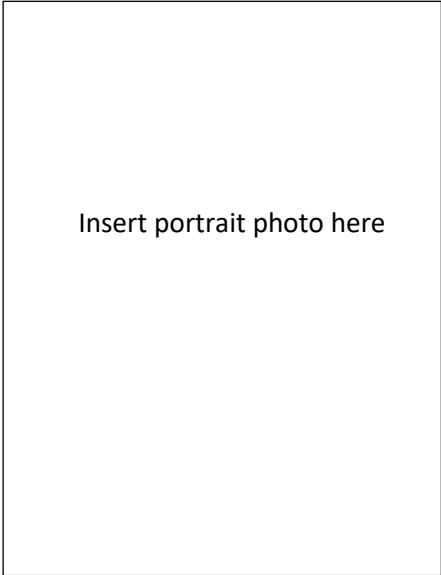
- skeptically aware of long-standing media such as CBC, CNN, Fox News, Globe and Mail, National Post, Wall Street Journal, Times (London), Telegraph, Washington Post and many others;
- open to partisan conflicts including the true position of each side, e.g. Fox News vs. MSNBC, *NYT* vs *N.Y. Post*, *Globe and Mail* vs. *National Post*, etc.;
- conscious of many media abroad, e.g. UK media seemingly on the left and right, Singapore Straits-Times, Jerusalem Post, Times of India with an emphasis on media that you disagree and/or those pro-democracy parties that happen to dislike the party in power;
- aware that ostensibly left and right media can actually reverse or exchange policy positions;
- alert to countless other niche media/sources 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, 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 whichever party happens to be in power; and
- 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, not mid-priced. Sometimes sources you do not agree with remain very valuable even if they fail to change your opinion.

Ilc Conrad Winn – Ten Bio Features and Possible Relevance to the Course

The following are ten biographical features with concise comment on how each might be relevant to the course:

1. >50 years as univ prof – reveals commitment;
2. high media and quant research experience (books, polls, consulting), zero medicine credentials – value;
3. books/articles on broadcasting/media/elections/terror/extremism etc. – interests;
4. indigenous research F2F and surveys, all provinces and NWT for >decade – experience;
5. bilingual – enabled exposure to QC nationalists;
6. many meetings with UK/US/Cdn govt leaders, officials, and media – a sense of practicality;
7. chair, inter-departmental AI research project – reveals an inclination to see technology as important;
8. >1000 polls for scholarship/media/govt/business/unions/charities – quantitative experience;
9. doesn't always vote – nonpartisan caution;
10. backed many student job bids, values dissent – attitude.



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

The first column in table 4, below, lists intended course effects with the second column describing potential value for students in career planning of each course effect.

*Table 4:
Intended Course Effects and Potential Value for Career/Business/Success Planning*

<i>Intended Course Effects</i>	<i>Potential Value for Career/Business/Success Planning</i>
A. Grr mastery of media limits	High value to employers seeking a wide or targeted impact
B. Skill in legacy media alternatives	Similar to above
C. Grr mastery of news truthfulness	More career value
D. Quantitative experience	High value in the work force, including higher pay
E. Some training in polling	Opinion res. skill rising in value for buyers/users. Why?
F. Res. on media/communication	Communications knowledge will rise in value. Why?
G. Optional interviews with non-university experts	Career options are enhanced by (a) survey skills and (b) interpersonal networks
H. Some res. genocide-related	Important in era focused on health and murder
I. Papers – core writing to be brief	In the work world, clear, terse writing valuable
J. High biblio. refs. in syllabus/PPTs	Employers in competition need many info sources and facts
K. Satisfying submission dates	Deadlines are often crucial to success
L. Quality research in term paper	Potential student publication of this or subsequent study in a quality periodical

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

Key organizational features of the course are:

- a. PPTs – for lectures and all content including bibliographic references relevant to tests;
- b. Multiple choice tests – dates shown in sections VI on evaluation at a glance and VIII on lecture schedule;
- c. Lectures – please interrupt to ask questions, add thoughts, or disagree;
- d. Disagreement welcome – those who disagree will normally get the last word;
- e. Many term paper topics are outlined below. Alternative empirical-quantitative options are welcome before October while requiring at least brief team-professor discussion and written approval.
- f. The table in section VI distils information relevant to organizing your obligations in this course.

IV Learning Outcomes – Why/How Some Might Be Valuable

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

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

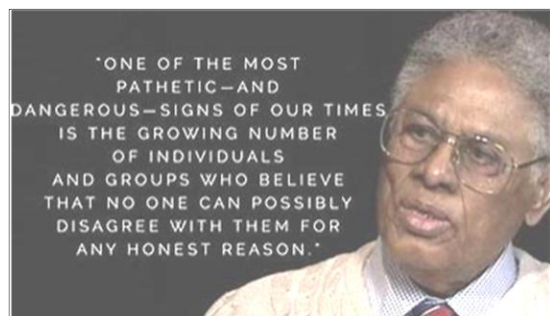
Va Textbooks – None

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

Vb Lectures, Testing, Disagreement, and Sources

Please note the following:

- Queries are welcome in class as is courteous disagreement, possibly supported by some evidence. CW agrees with Professor Thomas Sowell (see to the right);
- Short, multiple-choice tests – will begin seven classes (see section VI table for dates and test content);



- Many types of readings – academic; think tank and other research-oriented organizations; legacy and other media;
- Defamation – vital to understand to (a) protect yourself against risk of unintentional practice and (b) appreciate that certain categories of people (e.g. U.S. politicians) are not protected against defamation under their country’s laws and hence cannot sue false accusers for financial compensation for having made false accusations.

Short Tests

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

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 many diverse sources and the messages in titles, note those asterisked, and read those highlighted in class.

Vc Communicating and Consulting

Please

- follow Carleton rules – only a Carleton email address;
- text to Prof. Winn’s phone (416-460-5844) when time-sensitive including your name and course;
- request permission in writing for an unauthorized term paper topic before October;
- consult CW if you feel a need for research methods advice;
- consult Ms. Aleksandra Blake in the library re access to existing academic studies on your topic;
- consult University authorities for authorization in early September if you plan survey research;
- upload your final paper to Brightspace on Nov. 6th or 7th by one member of your team (see VII).

VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Questions about term paper/research	Timely in September	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible.
B. Seven short multiple choice tests at the beginning of class.	<ul style="list-style-type: none"> ○ Sept. 19 ○ Sept. 26 ○ Oct. 10 ○ Oct. 31 ○ Nov. 7 ○ Nov. 21 ○ Nov. 28 	40%	University rules	<ul style="list-style-type: none"> ○ Tests based mainly on <ul style="list-style-type: none"> (a) lectures/PPTS supplemented by possible questions about... (b) syllabus sections I to VII, (c) syllabus section VIII with questions derived from familiarity with the list but not detailed content within readings unless perhaps asterisked in the syllabus and highlighted in class, (d) items in the news, and/or (e) comments from students in class. ○ The first six tests will be worth 30%, calculated as the average of the top four of your six.

				<ul style="list-style-type: none"> ○ Missed tests will not normally be replaced. A third or more missed tests will require medical documentation. ○ The last or seventh test is worth 10%. ○ Early tests will have some emphasis on syllabus plus research skills discussed in class.
C. Remote classes	Oct. 17 Dec. 5	N/A	N/A	N/A
D. Research paper	Uploaded Mon/Tues Nov. 6/7	50%	Medical or personal reasons	Normally in teams of 2 or 4 students. Modifications/ exceptions to pre-approved topics need instructor's written permission in response to written requests in September.
E. Participation in class discussions	All	10%	NA	At discretion of the instructor based on quality.
F. Research topics	-----	-----	----- ---	May be off syllabus' pre-approved topics with written approval of a written request received in September.
G. Optional grade raiser	Nov. 30	20%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn.

VII Evaluation in Detail

VIIa Term Paper – Teams

Normally each research team will have two or four members with exceptions needing Professor Winn's written permission in September. If the paper specifies clearly how each team member contributed, essay grades might vary within a team but not normally.

VIIb Term Paper – Writing Quality

Quality of writing includes: clarity, organization, spelling, grammar, short sentences at the start of each paragraph, few adjectives or adverbs, Word, Excel, complete bibliographic references at the bottom of each page, not the end of the paper, and no PDF's. Observations/conclusions should derive from data examined and/or sources cited.

The University and the course take plagiarism seriously. The origin of data must be described completely. If the data are secondary, i.e. not your own, bibliographic references must be clear and complete so that any reader could easily verify the accuracy of the data by checking easily with your source.

You may only re-use data, data analysis, and/or data interpretation from another of your term papers if you receive prior written permission from Professor Winn.

VIIc Term Paper – Plagiarism and AI

Carleton rules require written permission to (a) use AI at all or (b) re-use data/data analysis/data interpretation from another of your term papers. Written requests must be submitted in September.

VIIId Term Paper – Research Quality

Quality empirical research requires clear, concise writing involving

- a core of 4 pp or fewer plus tables/charts, appendices, and clear, concise writing;
- the purpose of the paper and why it matters;
- quantitative data you collect and/or analyse plus sources;
- sampling procedures and anti-bias procedures;
- how any hypothesis/proposition/interpretation of your data is/are related to the nature of the data;
- the sources of the data in these tables and/or charts.

VIIe Term Paper – Table and/or Chart Nomenclature

A hypothetical table on age and voting could have the title, *Table 1: Age and Voting*. A chart on education and reading the *Economist* could have the title, *Fig. 2: Education and Reading the Economist*. The sources of the data should be complete.

VIIIf Term Paper – Data, Quantity, Statistics

Assignments must be data-focused. The purpose is to provide students with competitive advantage in the challenging economy.

Data will matter: (a) quality and quantity, (b) the intelligence/plausibility of your analysis and conclusions, and/or (c) the reasonableness of statistical analysis. Unlike in statistics courses, an incorrect application of a statistical test may not have much effect on your grade.

VIIg Term Paper – Size

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

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

Each conclusion should be linked to the numbered chart or table containing data supportive of that conclusion. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

Some Paper Requirements

- Teams – team of two or four students for each paper on authorized topics. Teams help build skills. Team and topic exceptions are possible with written permission;
- Empirical – paper must be empirical; quantitative data skills and experience may enhance prospects for graduate school and careers;
- Software – in Word with Excel tables and/or charts...a CU requirement. No PDF's;
- Submission – One team member submits for the team via Brightspace.

VIIh Term Paper – Grading of the Empirical/Quantitative Component

The quality of charts, presentation, writing, and data interpretation will influence grades. So too will (a) quantity of data and (b) team size. For hypothetically two teams of the same size, the grade will be higher if the quantity of original data and/or quality of data analysis/interpretation is/are higher. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

VIII Topics for Papers – Pre-Authorized

Papers are to be uploaded to Brightspace on Nov. 6th or 7th by one team member. The ensuing table 5 lists pre-authorized topics; others may be approved if proposed in writing in September. Surveys or interviews often require CU authorization.

Accommodation, Research Assistance and Term Paper Topic Flexibility

- Test accommodation – A medical explanation from the student will normally be required if three or more tests missed.
- Late paper accommodation—acceptable within CU limits for medical reasons.
- Librarian Aleksandra Blake – would gladly advise on how to find media. Early in the term will bring you benefits.
- Professor Winn – would gladly help with respect to design, media, sampling, analysis.
- Professor Winn – would gladly consider modifications to pre-authorized topics (table 2) or new themes if proposed in writing before October.

Table 5: Pre-Authorized Term Paper Topics

Theme	Details	Data
A. Communist China—Democide/Discrimination	Democide – Mao’s PRC murdered more than did Nazi Germany or USSR. See R.J. Rummel’s DON Proj.	Analyze L and R media 1958+ in US/UK/Cda/Aus/Fr plus perhaps Ger/India/Israel/NZ/Swed
	Destruction – murder of members of different ethno-religious groups including Falun Gong	Analogous to above since 1990
	Discrimination—Suppression/jailing of Uighurs, Falun Gong, Tibetans, Christians etc,	Analogous to above
B. Nazi Genocide	(a) Pro-Hitler media slants 1930’s; (b) low reports of war against Jews, PWD, Roma, Poles, Communists +	Analogous to above for 1933 to 2020
C. Ottoman Genocide	Armenians killed 1890+, esp. 1915-16+; many Syrian Christians, Total approx 1.5 million.	Content analyze L and R reporting in NATO plus Australia, NZ, Israel, India or others.
D. USA and Racism	Track U.S. media (a) treatment of racist Presidents OR (b) causes of recent jump in fatherless incidence	Content-analysis of US media across time – complex because of changing partisanship.
E. USSR empire	Use media content analysis to assess coverage of US military aid in creating post-1945 empire	Key regular/business media in Eng. Speaking nations plus potentially France/Germany/Italy
E. Debt, Econ Forecast	Debt explosion and economic implications	Content-analysis key media beginning 2019 with focus on debt and economic forecasting.
F. PM Mack. King	Some believe King’s diary most important book 20 th C. given his pro-Hitler, anti-Jewish/anti-Asian bias.	Contrast MSM , King words/deeds, and diary 1921-1974 re Jews/Asians/Japanese Canadians
G. Censorship of Info	Compare coverage of charges of US censorship of 19 th /20 th C. media re vaccines and COVID origin.	Content analysis to contrast main media in main democracies
H. Democracy in Media	How influential newspapers define democracy and/or see its virtues.	Content analysis to contrast main media in main democracies
I. Democracy in University	How university textbooks and texts define democracy and/or see its virtues.	Content analysis to contrast textbooks in US/UK/Cda; possibly other democracies.
J. Crimes in Democratic Governments	Itemization of different kinds of crimes by govt leaders/cabinets/civil servants <i>et al</i> in the 20 th C. Options: media reports, talking to public servants, reading books/articles.	You might compare media, nations, generations plus perhaps media vs. books. Developing a taxonomy/classification of crime types may be very valuable.

VIII Course Schedule – Topics, Reading, and Tests

Preface

Classes will tend to have

- a live lecture for which your thoughts are most welcome including disagreement,
- towards the end of some classes, breakup discussions may take place with a brief report from each discussion group to be shared with entire class, and
- possibly a brief conclusion with all of us together.

Special Note on Lecture Content

1. First weeks -- additional emphasis on syllabus and term papers including empirical methods.
2. Varied sources – goal to increase awareness that politics involves uncertainty and/or deception, hence requires many ways of confirming phenomena reported and uncovering those unreported.
3. PPTs – some will include supplementary bibliographic references in the case of recent events.
4. Lectures – towards the end of some lectures, time will be set aside to talk about what’s missing or wrong in what we think we know plus how these gaps or errors can be turned into career advantages for you.
5. Books, articles, monographs, and other sources, below – please pay attention to those asterisked, especially if highlighted in class. A few syllabus items might appear in test questions and/or rise in value for you in future years.

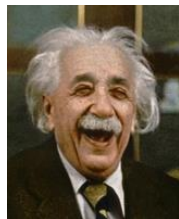
1. Basic Questions about Reliable and Useful Information—

(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. 12)



Vs.



2. The Age of Murder—Why Should We Care, Part I –
(a) Ottoman-Turkish Genocide of Armenians 1914-1923,
(b) Japanese Imperial Democides 1937-45,
(b) Record Democides by Communist China,
(c) Media Non-Reporting,
(d) The Extraordinary 21st C Rise of China,
(e) Virtual Non-Reporting of Record Totalitarianism, and
(f) Media Empirical Research—How to Make It Serve You continued
(Sept. 19; paper due Nov. 6 or 7 on Brightspace)

Test

Combination of Traditional and Independent Writing

1. *R. J. Rummel, *Power Kills: Democracy as a Method of Nonviolence* (New York: Routledge, 2017)
2. *Powerkills, a major website organized by Professor Rummel to reflect his understanding of mass murder and the agency of Communist, Nazi, Imperial, and other autocracies, not democracies.
<http://www.hawaii.edu/powerkills/LIST.HTM>
3. The United States Holocaust Memorial Museum at <https://www.ushmm.org/>, which Professor Rummel recommends as a source and with which he purposely avoids overlap.
4. *Gordon G. Chang, “Wall Street Wants More Frauds from China” (Gatestone, 17 August, 2020)
5. Wang, Jenny. “How Managers Use Culture and Controls to Impose a ‘996’ Work Regime in China That Constitutes Modern Slavery.” *Accounting and Finance (Parkville)* 60, no. 4 (December 2020): 4331–4359.
6. INFOGRAPHIC: How the Chinese Regime Colluded With WHO During the Pandemic ANNIE WU AND EPOCH TIMES STAFF 1-Jun-20
https://www.theepochtimes.com/infographic-how-the-chinese-regime-colluded-with-who-during-the-pandemic_3372694.html
7. James Q Whitman, *Hitler's American Model: The United States and the Making of Nazi Race Law* Kindle Edition
8. Dinesh Dsouza, *Death of a Nation: Plantation Politics and the Making of the Democratic Party* (Macmillan. 2019)
9. Li-Meng Yan told Fox News that she believes China knew about the coronavirus well before it claimed it did. She says her supervisors also ignored research she was doing that she believes could have saved lives. Barnini Chakraborty, Alex Diaz 20200710 Fox News

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.

<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
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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.

3. The Age of Murder, Part II

(a) Record Soviet and Chinese Democides,

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

(c) Cuban Murder Volume

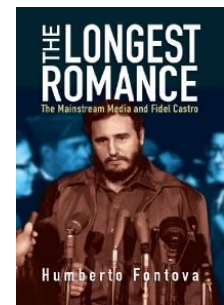
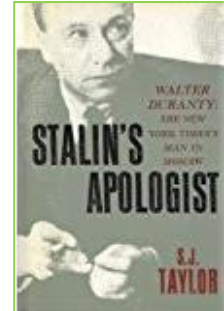
(d) Record 20th C Mass Murder and Virtual Non-Reporting,

(e) Media Empirical Research and Its Benefits to You cont'd (Sept. 26)

Test

(a) Semi-Traditional Readings

1. *Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)
2. F. R. Gannon, *The British Press and Germany* (Oxford: Clarendon, 1971),
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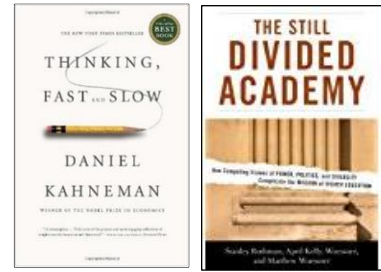
(a) Semi-Traditional Readings

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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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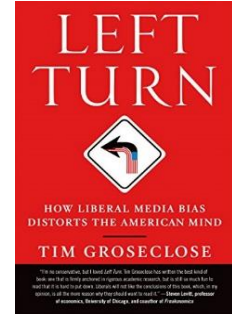
**5. (a) Left Minds, Right Minds, and Media Minds and
(b) Empirical (i.e. Quantitative) Limitations of Ideology (Oct. 10)**

Test

(a) Semi-Traditional Readings

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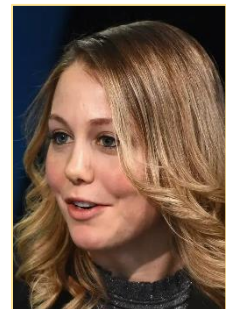


6. Internet and Social Media (Oct. 17)

Remote Class via MS Teams

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(b) Somewhat Independent-Minded Readings

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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
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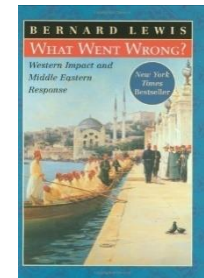
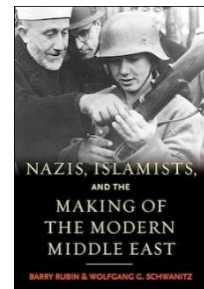
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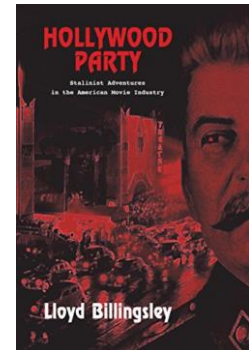
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Test



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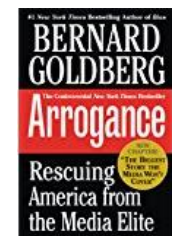
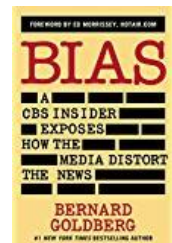


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https://www.youtube.com/watch?v=Az33CK79b_Q
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12. Internet – Measurement and Control (Dec. 5)

Remote Class via MS Teams

(a) Semi-Traditional Readings

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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-airprp/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

Three Policies – Lateness, Grading and Attendance

Medical and unexpected catastrophe are the principal extenuating circumstances that allow late submissions of term papers.

Grading procedures are described above.

Carleton University appears to have a class attendance requirement. Unless instructed by the University to the contrary, Professor Winn does not anticipate a consideration of attendance when calculating grades for the course.

IX Policy Statements of Carleton University

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

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

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of

test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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