

Carleton University  
Fall 2019  
Department of Political Science  
<https://carleton.ca/polisci/>

**Public Affairs and Media Strategies**  
**Wednesdays 11:35 a.m.-2:25 p.m.**  
**Please confirm location on Carleton Central**

Instructor: Professor Conrad Winn

Office: C676 Loeb

Normal communication: Please

- ☐ use a subject heading such as "PSCI3406 Advice about Paper" or "PSCI 3406 Seeking a Meeting" or "PSCI 3406 Skype or Telephone Availability" or "PSCI 3406 Proposal/Paper attached on X,"
- ☐ write from your CU account to [conrad.winn@carleton.ca](mailto:conrad.winn@carleton.ca), and
- ☐ copy to [conradwinn@gmail.com](mailto:conradwinn@gmail.com) if/when CU system is down.

Communication types:

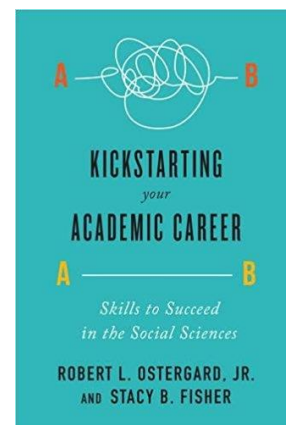
- ☐ Telephone, FaceTime, or Skype—Skype is conradwinn, mobile 416-460-5844. Please email possible times by email; by text when time sensitive;
- ☐ F2F—normal possibilities by email appointment within slots on Wednesday 2:45-4:45 pm and Thursday 12:30-3:30 pm.
- ☐ Request for research advice or explaining absence by email with optional F2F.

Deadlines:

- ☐ Proposals—please upload Friday September 20<sup>th</sup> onto cuLearn with file names having the following format:  
LastName\_FirstName\_EssayTitle (as one word or two run-on words)\_fall2019\_PSCI3406
- ☐ Mandatory term papers—upload Friday Nov. 8th to cuLearn.

Email headings: Examples of email subject headings: "PSCI3406 Seeking F2F."

F2F meetings: By appointment. Please email or text for a F2F time on Wednesday 2:45-4:45 pm and Thursday 12:30-3:30 pm.



## **General Information on the Course**

### **Public Affairs Strategies (PAS)—Mass/Elite Persuasion, Not Lobbying**

Many actors seek to influence public or elite/decision-makers' opinions. Actors and/or target audiences can be politicians, public servants, businesses, unions, charities, advocacy groups, foreign nations/governments, crime syndicates, educational institutions, media, and religious/political organizations. "Public affairs strategies" can subsume communications, media relations, and public relations.

In downtown Ottawa, the terms public affairs and government relations consulting are euphemisms for lobbying. Until recently, lobbying was treated in Canada like sex in Victorian England—it didn't take place. This course is not about lobbying.

### **Emphasis in 2019**

Compared to past years, this course places more emphasis on

- o Social media because of their rise and the sometimes oligopolistic power of social media organizations,
- o Cross-national affairs because of unprecedented cross-national movement of people, goods, ideas, and influence,
- o China because of the decline of Russia, China's economic rise, its military growth, its espionage growth, and the emergence of tough trade and military issues separating China from the United States and the west in general,
- o The U.S.A. because of its unsurpassed and rapidly growing economic and military ascendancy,
- o Islamism, sometimes called Medina ideology or Muslim Brotherhood-type thinking, because of immense migration to the West and support for Muslim Brotherhood-type organizations by Qatar and other wealthy states, and
- o Western Europe because of its changing population and increased instability.

### **Amoralism**

Students are apt to get the most out of the course by a temporary suspension of

- o belief that actors are motivated by other than winning and even dominating, and
- o a temporary suspension of the belief that right and left are manifested with consistency in actual policy.

### **Deliverables**

Course graduates may

- o learn how to offer opinions more persuasively;
- o come to see players as a more complex mix of marketer, do-gooder, thief, featherbrain, genius, defender of/threat to democracy;
- o see public organizations as more divided than they seem;
- o become comfortable replacing the paradigm of ideological motivations ⇒ ideological outcomes with the paradigm of ideological motivations may ⇒ random and often counter-ideological outcomes;
- o find that their new research skills increase their employment value and/or effectiveness in graduate school.

Students intent on graduate school will benefit from

### **Paradox**

Course graduates should ideally conclude the experience with a capacity to look at public actors as involved in a gladiator sport in which

- words may trump facts,
- opportunity may trump conviction,
- symbolism may trump reality,
- the effects of an action/policy may be contrary to its claims,
- the playing field is rarely fair (it may take generations to accept that previous representations were misrepresentations), and
- rationalization becomes the highest art form.

- o exposure to Kahneman and hence the newer field of behavioural economics,
- o Haidt and his psychological perspicacity,
- o experience in collecting primary data,
- o empirical analysis (through content analysis)—vital in most graduate programs even if the statistical skills required for content analysis are not advanced,
- o exposure to world affairs through think tanks, research institutions, and other sources other than conventional media or academic writing.

## Texts and Readings

No suggested text, but many available readings. Two types of readings are recommended.

## Source Material beyond Readings Assigned Below

Course participants will need to follow the news. Beyond conventional media, students will benefit from research institutions, think tanks, knowledge experts outside the universities, and non-conventional news sites.

Often the best information is free. Some sources are [gatestoneinstitute.org](http://gatestoneinstitute.org), [salon.com](http://salon.com), [honestreporting.com/ca](http://honestreporting.com/ca), [littlegreenfootballs.com](http://littlegreenfootballs.com), [mediaresearch.org](http://mediaresearch.org), [instapundit.com](http://instapundit.com), [discoverthenetworks.org](http://discoverthenetworks.org), [dailykos.com](http://dailykos.com), [townhall.com](http://townhall.com), [danielpipes.org](http://danielpipes.org), [memri.org](http://memri.org), [pajamasmedia.com](http://pajamasmedia.com), [powerlineblog](http://powerlineblog.com), [dailykos](http://dailykos.com), [drudge](http://drudge.com), [fivethirtyeight](http://fivethirtyeight.com), [iPolitics](http://iPolitics.com), [bloggingtories](http://bloggingtories.com), and the blogs/websites of intriguing individuals such as Carleton alumnus Warren Kinsella, Daniel Pipes, and Mark Steyn.

Try to act out of character, focussing on the sites that you are inclined to see as wrong in their perspective (but not necessarily in the facts they choose to emphasize).

If you are conservative or on the right, you should read the left to learn the virtues of the left, where it might be wrong, and also to be more effective at rebuttal. If you are leftwing, you should read the right to better understand where conservatives might be right, where they might be wrong, and also to be more effective at counter-argument.

### Examples of Test Questions

“Which of the following statements about PAS is untrue based on the readings and lectures of this course?”

“Which of these terms best describes the matrix or table reproduced below: codebook, dataset, explanation, theory, equation.”

“Which of the following are goals of this course?”

“Which of the following statements about a media organization’s audience reach is false?”

## Evaluation and Schedule of Dates

The table below describes the contribution of each element of the course to the overall grade for the course. Date extensions require an email exchange as confirmation.

Task	Date	% of Total Grade	Extension Possibilities	Comments
A. Research proposal	Submitted on Fri. Sept. 20	5%	For medical or personal reasons	Students will receive all 5 points on an approved topic if submitted on time, it reflects effort, and is on an approved topic. Students may subsequently opt for an alternative, approved topic.
B. Test in class	Wed. Sept. 25	10%	University rules.	Multiple choice test of less than an hour based on readings, relevant events, and lectures.
C. Test in class	Wed. Oct. 30	15%	University rules.	Multiple choice test of less than an hour based on readings, relevant events, and lectures.
D. Research paper	Submitted on Fri. Nov. 15	40%	For research, medical or personal reasons	Students may select any of the approved topics. A topic not listed in the syllabus is acceptable only if the student received written permission from the instructor.
E. Test in class	Wed. Nov. 20	30%	University rules.	Multiple choice test of less than 90 minutes.
F. Attendance	NA	0%	NA	Though optional, class attendance will enhance test performance.
G. Oral or written participation	All classes with special emphasis on last four classes.	Up to 10% extra	NA	A discretionary grade-raiser with special focus on last six classes.

### Evaluation Details

Class Discussion. Students will be rewarded for the quality of brief oral discussion of assigned readings and public affairs events of the week, especially in the last weeks of the term. The instructor may request a follow up written submission.

Style and Grammar in Term Papers. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes, not endnotes. Grammatical, formal writing largely in the third person is required for assignment grades over C+. Please use Ariel font in 10 pt.

#### *Paper*

Ariel 10 pt  
exclusive of  
charts,  
appendices, and  
bibliography.

### Term Paper

#### Authorized Topics

Submitted electronically, papers must be on subjects outlined in the syllabus, below, or as approved in writing by the instructor.

Students are welcome to solicit help from reference librarians or the instructor. The instructor may provide feedback in his office or as part of lectures. Papers will be graded on the basis of what is submitted and not taking into consideration help that the student may have received.

Summary feedback will be provided on any of the following criteria according to the criterion's relevance to the assignment: topic, style and grammar, organization, codebook, method, media selection/sampling, story selection/sampling, data quality and analysis, charts/tables.

### **Submission and Lateness**

All submissions are to be via cuLearn. Without written permission for extenuating human or research circumstances,

- o late proposals will receive a grade of zero,
- o late papers will be deducted 3 points for every day late, and
- o papers will not be accepted after the last day of classes.

In your essay, please reproduce below the title and authorship and above the body of the essay the following evaluation table:

Criterion if Appropriate to Your Paper	How Well Achieved	Comments
A. Statement of purpose or intent		
B. Selection of media and explanation/justification		
C. Selection and justification of time period		
D. Selection and justification of codebook criteria		
E. Media performance by codebook criteria		
F. Discussion of findings for each codebook criterion		
G. Graphs or tables—relevance and clarity		
H. Bibliography, footnotes, and reference to readings		
I. Conclusion		

## Topics and Approach to Your Research

Newspaper and/or TV News selection should reflect the importance of the chosen media for the chosen time period. Please justify your selection and include footnote(s). A single authored study should ideally involve six media; fewer media if for a long time period and/or a lot more news coverage to examine; more media if the opposite. Media should be chosen on the basis of their importance and ideological diversity. For example, British papers should not be limited to conservative ones while U.S. papers should not be limited to liberal ones.

News story selection should be (a) a universe/census or (b) selected randomly by country chosen for your research project. A project on the Soviet Union should search stories related to the Soviet Union, Communist Russia, Russia, or the USSR.

Your codebook should focus on the themes conventionally seen as important for the country and/or political movement you focus on:

- Your codebook will be the tool you use for recording news stories for quantitative analysis;
- For example, Soviet and Chinese Communist histories have been associated with mass murder and a vast network of prison camps. The Nazi movement based much of its initially successful expansionism on murdering Jews and torturing adversaries;
- An empirical question is how well did media cover these themes and which media, if any, provided useful coverage.

The Vietnam war and other major events of the past 100 years would require a focus on themes that may not have been covered adequately in the traditional media. Perhaps the most important phenomena of the Vietnam war, rarely covered, were the characteristics of the South Vietnamese government—disproportionately refugees from the far north who were often French-speaking Catholics in a Vietnamese speaking country that followed Asian religions. Another potentially important theme is how a U.S. withdrawal from Vietnam might have affected mass murder by the Communists in adjoining Cambodia.

You may choose any of the nine thematic options in the accompanying list or an alternative with written permission from the instructor.

Your paper should be submitted as a file in Word with the title of Samson\_Jill\_Soviet if you are Jill Samson and your project is about the Soviet Union. You may do statistical calculations of media coverage manually or using Excel or using SPSS. Traditionally, broadcast transcripts are found at <https://library.carleton.ca/find/news/broadcast-transcripts>.

1.	Early Soviet Union or early communism
2.	China under early communist rule
3.	Emergence of the Nazis
4.	Cuba
5.	Cambodia
6.	Saudi Arabia
7.	Iran
8.	International terrorist organizations
9.	Contemporary immigration to Europe

## Schedule of Lectures and Tests

### 1. Introduction—Syllabus, Strategy, and Mini-Presentation on Empirical Skills (Sept. 4)

#### Purposes of Higher Education and the Course

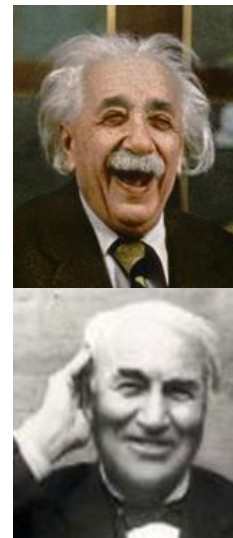
Conflicting purposes of higher education.

Course paradigm and themes. Class participation—intended benefits. Term project—intended benefits. Ideological bias of the academic readings—who benefits. Ideological bias of the news/events readings—who benefits.

### Academic Analysis

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).

Justin Grimmer and Brandon M. Stewart, "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts," *Political Analysis* (January, 2013)



### Events Reading

1. Review the websites of CBC, CNN, Fox News, and BBC, the latter ideally by VPN (virtual private network such as privateinternetaccess.com) to be able to see what BBC shows its home audience instead of Canadians or North Americans.
2. Review *New York Times*, *Wall Street Journal*, *Times of London*, *Guardian*, and sundry papers in D.C. (e.g. *Washington Post*, *Washington Times*, *Washington Examiner*, *Washington Free Beacon*, *Roll Call*, etc. etc.
3. Think about where you would get news if (a) conventional media were dead, (b) conventional media had declined in quality, (c) you wanted information which conventional media covered poorly or not at all, and (d) you wanted fact-based perspectives absent from the conventional media,
4. Think about potential research project, consultation with sources of help, and preliminary exploration.

## **2. Media, Human Cognition, and Mini-Presentation on Empirical Skills (Sept. 11)**

### Academic Analysis

Main lecture on System 1 Thinking and the laziness of the human brain. Discussion of term projects.

Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011) and

Terence Flynn, "Do They Have What It Takes? A Review of the Literature on Knowledge, Competencies, and Skills Necessary for Twenty-First-Century Public Relations Practitioners in Canada," *Canadian Journal of Communication* 39.3 (2014): 361-384 available online at proquest.

Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap* (Houghton Mifflin, 2017)

### Events Reading

1. <https://www.gatestoneinstitute.org/14365/china-totalitarian-technology>
2. <http://sultanknish.blogspot.com/2019/08/16-muslim-countries-endorse-china.html>
3. Weakness of Russian collusion investigation: <https://pjmedia.com/trending/twitter-reacts-to-mueller-claim-hes-not-familiar-with-fusion-gps/>
5. China and U.S. may be in a long fight at <https://www.nytimes.com/2019/08/07/business/dealbook/china-us-trade.html>
6. <https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/> 20190120

## **3. Freedom of Information (ATIP), Communications Campaigns, and Mini-Presentation on Empirical Skills (Sept. 18; research proposal due on Sept. 20)**

### Academic Analysis

Ford Kanzler, "The Positioning Statement," *Public Relations Q.* (Winter, 1997-8), 18-20.



Paek, Hye-Jin, "Mechanisms Through Which Adolescents Attend and Respond to Antismoking Media Campaigns," *Journal of Communication*, March, 2008, Vol. 58 Issue 1, p84-105.

Thomas Holbrook, *Do Campaigns Matter*

Douglas A. Hibbs, "Bread and Peace Voting in U.S. President Elections," *Public Choice* vol. 104 (July, 2000), 149-80.

Hans Kepplinger and Wolfgang Donsbach, "The Influence of Camera Perspectives on the Perception of a Politician by Supporters, Opponents, and Neutral Viewers" in David Paletz, ed., *Political Communication Research* (Ablex, 1987).

Claudia Cattaneo, "How Canada was outplayed by America in the race to become an energy superpower" (June 3, 2016) at <http://business.financialpost.com/financial-post-magazine/how-canada-was-outplayed-by-america-in-the-race-to-become-an-energy-superpower>.

<http://www.businessinsider.com/ben-rhodes-nyt-profile-white-house-2016-5> on how White House deceived media over Iran deal.

John G. Geer, *In Defense of Negativity: Attack Ads in Presidential Campaigns* (Chicago: University of Chicago Press, 2006) and Valentino, Nicholas A. review in *POQ* Winter 2006

Huber, Gregory and Arceneaux, Kevin. "Identifying the Persuasive Effects of Presidential Advertising," *The American Journal of Political Science* 51, no.4 (2007):957-977.

Jonathan Rose, "Are Negative Ads Positive? Political Advertising and the Permanent Campaign" in David Taras and Christopher Waddells, eds., *How Canadians Communicate Politically* (Athabaska UP, 2011)

For recent examples of media bribery, see Eric Cortellessa, "Where did Ploughshares get its money to sell the Iran deal?" at <http://www.timesofisrael.com/where-did-ploughshares-get-its-money-to-sell-the-iran-deal/>; Ari Soffer, "J Street was paid by Obama administration to promote Iran deal" at

<http://www.israelnationalnews.com/News/News.aspx/212592#.V000XRLmo2x>; and Dexter Van Zile, "NPR Ignores Biased Coverage of Nuclear Deal, Truth About Pro-Iran Mouthpiece" (June 8, 2016) at <http://www.algemeiner.com/2016/06/08/npr-ignores-biased-coverage-of-nuclear-deal-truth-about-pro-iran-mouthpiece/>. On bribery of a senior liberal think tank, see <http://www.politico.com/blogs/media/2013/05/goldberg-slams-brookings-via-qatar-163106> and/or <http://www.algemeiner.com/2014/09/07/hamas-backing-qatar-also-funding-brookings-institute-home-of-former-u-s-mideast-envoy-indyk%E2%80%8f/>.

Alex Marland, *Brand Command: Canadian Politics and Democracy in the Age of Message Control* (Vancouver: UBC Press, 2014) and/or James S. McLean, *Inside the NDP War Room* (Kingston: MQUP, 2012)

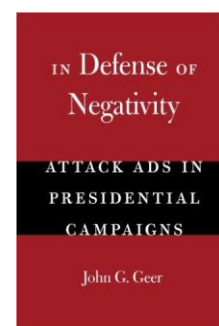
Tom Flanagan, *Winning Power* (Kingston: MQUP, 2014)

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

Damian Trilling *et al*, "From Newsworthiness to Share Worthiness: How to Predict News Sharing Based on Article Characteristics," *Journalism & Mass Communication Quarterly* (2016) and/or Matt Shipman, "What New Story Characteristics Make People More Likely to Share It," *Science Communication Breakdown* (June 27, 2016) at <https://sciencecommunicationbreakdown.wordpress.com/2016/06/27/what-news-story-characteristics-make-people-more-likely-to-share-it/8>. International Affairs—Iraq and News Effects (March 2).

Carl Horowitz on union internet strategy against Walmart and Starbucks at [http://townhall.com/Columnists/CarlHorowitz/2009/06/13/memo\\_to\\_starbucks\\_dig\\_in\\_smell\\_the\\_coffee\\_fight\\_back](http://townhall.com/Columnists/CarlHorowitz/2009/06/13/memo_to_starbucks_dig_in_smell_the_coffee_fight_back)

Re existing Access requests [http://open.canada.ca/en/search/ati?\\_ga=2.178750048.536297931.1497890552-1576735064.1492902026&f%5B0%5D=ss\\_ati\\_organization\\_en%3AHealth%20Canada&f%5B1%5D=ss\\_ati\\_year\\_en%3A2016&f%5B2%5D=ss\\_ati\\_monthname\\_en%3AApril](http://open.canada.ca/en/search/ati?_ga=2.178750048.536297931.1497890552-1576735064.1492902026&f%5B0%5D=ss_ati_organization_en%3AHealth%20Canada&f%5B1%5D=ss_ati_year_en%3A2016&f%5B2%5D=ss_ati_monthname_en%3AApril)





### Events Reading

1. [https://aibr.org/downloads/EPSTEIN & WILLIAMS 2019-WPA-Evidence\\_of-search\\_engine\\_bias\\_related\\_to\\_2018\\_midterm\\_elections.pdf](https://aibr.org/downloads/EPSTEIN & WILLIAMS 2019-WPA-Evidence_of-search_engine_bias_related_to_2018_midterm_elections.pdf)
2. <https://www.politico.com/story/2019/08/07/white-house-tech-censorship-1639051>
3. <https://www.meforum.org/islamist-watch/58905/prominent-california-islamists-praise-imam-call>
4. <https://www.gatestoneinstitute.org/14293/facebook-government-censorship>
5. <https://clarionproject.org/qatars-vision-shapes-american-classrooms/>
6. [https://newsroom.carleton.ca/story/joel-eastwood-pulitzer-wsj/?utm\\_source=HomepageBanner&utm\\_campaign=July2019](https://newsroom.carleton.ca/story/joel-eastwood-pulitzer-wsj/?utm_source=HomepageBanner&utm_campaign=July2019)

## 4. Charisma—Leadership and Language (Sept. 25 – Midterm Test)

### Academic Analysis

Student preparation: Peruse the book on charisma and a selection of the others. Devote time to research project.

S.N. Eisenstadt, ed., *Max Weber on Charisma and Institution Building* (University of Chicago Press, 1968) (just to get a sense of Webe's original understanding of charisma)

Olivia Fox Cabane, *The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism* (New York: Penguin, 2012).

Atkinson, Max. *Our Masters' Voices: The Language and Body Language of Politics* (London: Routledge, 1984).

Frank Luntz, *Words that Work* (e-book, 2008) available in hardcover from Hachette and at [http://www.mohamedrabee.com/books/book1\\_10476.pdf](http://www.mohamedrabee.com/books/book1_10476.pdf)

Jean K. Chalaby, *The de Gaulle Presidency and the Media Statism and Public Communications* (London: Palgrave/Macmillan, 2002)

Allan Mayer, *Madam Prime Minister: Margaret Thatcher and her Rise to Power* (Newsweek Books, New York. 1979) or Wendy Webster, *Not a Man to Match Her: The Marketing of a Prime Minister* (London:The Women's Press Ltd., 1990).

Dick Morris and Eileen McGann, "Advice to GOP Candidates: Avoid Adjectives, Nouns Are Good Enough," [www.dickmorris.com](http://www.dickmorris.com) (August 23, 2010)

Task for next week supplementary to assigned readings: review the online versions of cbc.ca and bbc.com on Monday evening before class.



### Events Reading

1. <https://www.japantimes.co.jp/news/2019/05/21/asia-pacific/social-issues-asia-pacific/north-korean-females-tell-slavery-gang-rape-china-cybersex-dens/#.XTOSUehKiUk>
2. <http://www.thetower.org/5108-legal-expert-slams-hypocrisy-of-uns-unprecedented-israel-blacklist/>
3. <https://www.gatestoneinstitute.org/14556/alan-dershowitz-new-yorker-david-remnick>
4. <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families' 20150928

## 5. Media Mobilization of the Mass Mind (Oct. 2)

### Academic Analysis

For a notorious illustration of the greater power of media compared to secret police, see Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)

For the kind of text that major business and government organizations would consult, see *HBR's 10 Must Reads on Communication* (Boston: Harvard BR Press, 2013)

For a small subset of the immense literature on how traditional media have moved sharply to the left, see Tim Groseclose, *Left Turn: How Liberal Media Bias Distorts the American Mind* (St. Martin's Press, 2011). Bernard Goldberg, *Bias: A CBS Insider Exposes How the Media Distort the News* (New York: Regnery, 2000) and his *Arrogance: Rescuing America from the Media Elite* (New York: Warner, 2003). Media Research Center: <http://archive.mrc.org/biasbasics/pdf/BiasBasics.pdf> and <https://www.mrc.org/media-bias-101>. S. Robert Lichter *et al.*, *The Media Elite* (Bethesda: Adler and Adler, 1986). Conrad Winn, "CBC Television News Has a Bias Problem," *Policy Options* (July-August, 2002). <http://www.commentarymagazine.com/2013/01/30/media-bias-in-the-age-of-obama>.

For a portal leading to evidence on Castro mordacity and the leadership of the NYT and other media in suppressing information, see [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](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).

For a quasi-sacred text on the Internet, see Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths* (Nashville: Nelson, 2006)

### Events Reading

1. Philip Cross, "The Case For a Carbon Tax: What Went Wrong?" at Macdonald Laurier Institute, Ottawa
2. <https://www.jihadwatch.org/2019/05/cair-justifies-san-diego-synagogue-attack-and-muslim-children-singing-about-beheading-jews-in-philadelphia>
3. <https://www.gatestoneinstitute.org/14209/sweden-self-inflicted-mess>
4. <https://www.gatestoneinstitute.org/14331/understanding-european-elections>
5. <https://www.meforum.org/58657/cair-settles-to-avoid-an-mef-funded-fraud-lawsuit>
6. <https://www.theguardian.com/world/2018/jan/10/christians-egypt-unprecedented-persecution-report>
7. <https://www.investigativeproject.org/7969/are-prisons-actually-fueling-jihad>
8. <https://herald.report/al-jazeera-should-be-shut-down-in-the-us-for-engaging-in-espionage/>
9. <https://www.foxnews.com/politics/dershowitz-media-cnn-chose-avenatti-over-him>

## 6. Righteousness and Rhetoric (Oct. 9)

Student preparation: think about what you know about the above ideas, then peruse Haidt and at least one other reading.

### Academic Analysis

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

Gerald R. Miller and James B. Stiff, *Deceptive Communication* (Sage, 1993)

Janet Beavin Bavelas *et al.*, *Equivocal Communication* (Sage, 1990)

Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press, 2006)

Ted Brader, *Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work* (Chicago: University of Chicago Press, 2006)

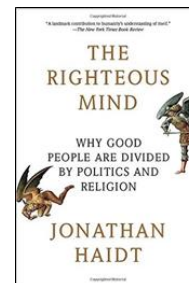
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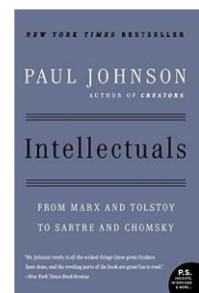
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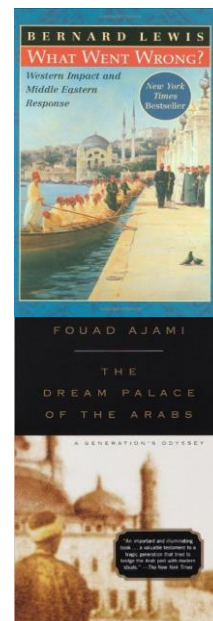
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### **Events Reading**

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Christina Roca in Spain: will a pioneering case bring justice for Syrian victims? At

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#### Events Reading

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3. <https://drrichswier.com/2019/05/20/leaked-documents-make-clear-qatars-financing-of-muslim-brotherhood-organizations-in-canada/>
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6. <https://www.gatestoneinstitute.org/14550/argentina-counterterrorism-hezbollah>
7. <https://www.gatestoneinstitute.org/14517/iran-new-terrorist-network>
8. [https://thehill.com/opinion/international/446866-its-time-to-send-a-message-to-qatar?utm\\_source=Middle+East+Forum&utm\\_campaign=7113ff0a68-QATAR\\_CAMPAIGN\\_2019\\_06\\_11\\_04\\_49&utm\\_medium=email&utm\\_term=0\\_086cfd423c-7113ff0a68-34087493&qoal=0\\_086cfd423c-7113ff0a68-34087493](https://thehill.com/opinion/international/446866-its-time-to-send-a-message-to-qatar?utm_source=Middle+East+Forum&utm_campaign=7113ff0a68-QATAR_CAMPAIGN_2019_06_11_04_49&utm_medium=email&utm_term=0_086cfd423c-7113ff0a68-34087493&qoal=0_086cfd423c-7113ff0a68-34087493) It's time to send a message to Qatar
9. <https://clarionproject.org/al-jazeera-throws-party-terrorist-samir-kuntar/> 20130823

## **Academic Accommodations**

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### **Requests for Academic Accommodation**

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

#### **Pregnancy obligation**

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

#### **Religious obligation**

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

### **Academic Accommodations for Students with Disabilities**

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

### **Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

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

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

### **Plagiarism**

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

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

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

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

### **Submission and Return of Term Work**

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

### **Grading**

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

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

### **Approval of final grades**

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

### **Carleton E-mail Accounts**

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

### **Carleton Political Science Society**

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### **Official Course Outline**

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