

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

Fall 2021

PSCI 3406
Public Affairs and Media Strategies
Wednesdays 8:35 a.m. – 11:25 a.m.
This course will be held remotely online

I General information

Instructor: Professor Conrad Winn

Office Hours, Pre-Scheduling, and Communication:

- Office hours weekday mornings on active weeks – Monday, Tuesday, and Friday 9 a.m. to noon. Wednesdays-Thursdays 11:35 a.m. noon. Pre-scheduling required;
- Pre-Scheduling – please send your name and course title with 2-3 time options by (a) email to conrad.winn@carleton.ca if > 24 hours ahead or (b) text to 416 460-5844 if < 24 hours ahead;
- Subject – please provide information about your topic for discussion;
- Please follow University's communication rules and norms – (a) Carleton email and/or Brightspace, not personal email account, (b) all team members cc'd when subject for discussion is a team project, (c) all team members to participate in the planned discussion of a team project, (d) for oral discussion, use Skype/Teams/Zoom or FaceTime if available, and (e) submit papers in Word and Excel with no PDF's;
- If my response is not timely, please send a reminder;
- Communication of lectures – by Zoom.

II Course Description

Ila Content – Five Goals from Origin of Information to Courtesy in Communicating

To contribute to your success at power and persuasion, the course emphasizes in varying degrees

1. Origin – the origin of information (e.g. governments/politicians/businesses/interest groups/criminals) because origin might help distinguish among genuine, bogus, misleading, irrelevant, unknown, unknowable, hypothetical, and/or shockingly important information;
2. Channels – to also help assess validity you may need to distinguish information according to whether it is communicated through mass/new/sector/niche media and/or big tech as well as through interests, adversaries, experts, governments, businesses, criminals or other channels;
3. Minds – to help assess validity you may need to remain alert to the normal inflexibility, simple-mindedness, fear, ignorance and/or laziness of humans because each of these may block understanding;

4. Metrics – given the ever increasing importance of measurement, content-analysis and polling/public opinion research may be vital for gauging effectiveness of past or prospective communication in public affairs, commerce, graduate school and employment;
5. Courtesy – understanding and mastering respectful disagreement may often enhance success in friendship, education, business, and public affairs.

IIb Aims – to Understand Media Challenges arising from the Decline of MSM to the Rise of Big Tech Companies, Technology, and Dictatorships

“Public affairs”(abbreviated as PA) is often a euphemism for lobbying and/or communications that supports it. In this course, public affairs refers more often to communications and mass persuasion. The terms “public affairs strategies” and “media strategies” allude to winning hearts and minds. Winning hearts and minds may require cooperation from ancillary players such as think tanks, research institutions, universities, and big tech.

Though important, MSM or old media face extraordinary challenges:

1. Decline – hundreds of newspapers dying, staffs wilting, and quasi-homogeneity in U.S. MSM;
2. Weakness – economic frailty leading to vulnerability;
3. New rivals – explosive growth of new/niche/expert media, think tanks, and independent experts, vital for understanding dictatorships and sometimes news from entire continents;
4. Censorship – new power of big tech, China, and other dictatorships to suppress info among MSM/big tech/big business/Hollywood/universities/investors/politicians;
5. Dictatorships – weak MSM understanding of divisions inside dictatorships, brutality, counterfeit Internet communication, and power over western corporations, universities, and investors;
6. Surveillance – poor reporting of a dramatic rise in scrutiny by dictatorships;
7. Technology – weak understanding of dramatic changes, e.g. new importance of drones and communications systems in war.

IIc Objectives – Understanding Winning Strategies and New Competitors

Each week, the course looks at winning strategies. We will look at the public affairs implications of new threats arising from the pandemic, menaces to equality, challenges to freedom, media discrimination, genocide, pesticides, fairness, achievement, China, Communism, fascism, Islamism, Iran, and Russia.

We will look at the public affairs implications of many factors, including

- ethno-racial inequalities,
- inter-cohort inequalities,
- negative birth rates,
- immigration,
- Europe’s decline,
- the debt explosion,
- cross-national threats to democracy plus
- themes welcomed heartily from students.

In a reflection of new communications realities, the following will receive some emphasis:

- URL-accessible new media, think tanks, research institutions, and governments ... because they matter;
- New short readings ... time-sensitive, event-driven writings often discuss what others may miss;

- New URL sources ... more immune to threat, they may be more useful;
- Emerging security challenges (e.g. China, Iran plus) ... because security matters;
- Knowing opponents ... because success requires forestalling/defeating adversaries;
- Strengthening skills ... because this may deliver advantages in the emerging economy.

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

Key organizational features of the course are:

- a. Brightspace – for announcements and your assignments;
- b. Zoom – for lectures and discussions;
- c. Multiple choice tests – dates shown below. First tests may place more emphasis on syllabus and term paper methods (i.e. empirical/quantitative, rarely narrowly statistical);
- d. Lectures – may suggest discussion themes;
- e. Discussion in lectures – please interrupt to ask a question or disagree courteously on anything;
- f. Office hours and scheduling conversations, e.g. on term papers – please see first page of syllabus. Available for pre-scheduled appointments weekday mornings, 9 am to noon, with limitations on Wednesday and Thursdays because of lectures plus pre-scheduling as detailed on the first page.

IV Learning Outcomes

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

Desirable Outcome for You	Potential Benefit to You
More time concentrating on media of opponents, not allies	Better understanding of opponents, better prospects for victory
More in depth research	Improves success in course/graduate schools/job searching/PA
Knowing data, think tanks, research, new media	Knowledge helps lead to success
Learning what you reject	Improves your potential success winning or understanding PA
Learning different viewpoints	Enhances many types of success
Higher empirical-quantitative data aptitude	Enhances comfort/skill/prospects plus chances of publication
Gauge opponents' attitudes	Potentially weakening their support
Gauging swing voter attitudes	Increases chance of winning
Gauging your supporters	Increases loyalty of your supporters
Better understanding of data	Enhances data comfort and chance of publication
Satisfying submission dates	Deadlines are vital for success.

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

Va Textbooks – None

You will get a sense from lectures that some non-textbooks are especially important.

Vb Lectures, Testing, Disagreement, and Three Source Categories

Please note that

- Queries are welcome in class;
- Multiple-choice tests will begin seven classes as detailed in the lecture schedule, below;
- Disagreement is welcome, especially when combining courtesy and evidence as well as respect for students who prefer disagreements to be clear and polite.

Three types of readings are often presented:

- Academic sources in the syllabus – including good scholarship that exists with some identified with an asterisk;
- Think tank and non-university sources in the syllabus – short, timely writings that may be very aware of current events;
- Varied sources in the PPTs – they may involve excellent analysis of events or excellent talks/lectures at famous historical museums .

- 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.

Some students may find learning about readings helpful for years to come. These authors may know events well and be fearless about brutal dictatorships. Students will be expected to follow the news from MSM and non-MSM sources, read the URLs, and be aware of the works in the scholarly lists, especially ones identified with an asterisk.

The last or seventh test is worth 10%. The grade for the remaining six tests will be worth 30%, calculated as the average of your top four of the six test grades.

Vc Communicating with Professor Winn – Carleton Rules

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

Papers are to be uploaded to Brightspace on Nov. 10th or 11th by one member of each team. Please feel free to consult (a) Ms. Blake re media access and discovery of any existing academic study on your topic and (b) Prof. Winn re dates, methods, coding, media choices, efficiency (saving time), and/or interviewing journalists for their reaction to your findings. If part of your project, surveys/interviews will often require CU authorization.

Below are two lists of suggested topics: table 1 (Pre-Authorized) and table 2 (Prospectively Authorized). Requiring slightly more advice, the topics of table 2 have a high likelihood of receiving written authorization following a brief conversation involving the team and Professor Winn. Please feel free to propose other topics for approval.

The normal deadline for requesting written approval of a potentially authorized topic is the end of the first month of the term. Irrespective of topic, please remember to analyze an empirical, i.e. quantitative, data element at the core of your planned research.

VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Written or oral queries/questions about term paper, research projects	Major queries/questions especially welcome 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	As indicated in lecture schedule	40%	University rules	<ul style="list-style-type: none"> ○ Based on course content and events. ○ The first six tests will be worth 30%, calculated as the average of the top four of your six. ○ Missed tests will not normally be replaced. A third or more missed test will require medical documentation. ○ The last or seventh is worth 10%. ○ Early tests will have some emphasis on syllabus content and research skills discussed in class.
C. Research paper	Uploaded Thurs. Nov. 12 or Fri. Nov. 13	50%	Medical or personal reasons	Students may select any approved topic, other topics with instructor's written permission.
D. Participation in class discussions	All	=/<10% extra	NA	At discretion of the instructor based on quality. No grade for class discussion will be considered in calculating course grade if under the combined grade for tests and paper.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission. Empirical aspects, i.e. quantitative data, are a requirement for each essay.
F. Optional grade raiser	Last class	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

Each paper should be undertaken by a team of 2-4 people. Exceptions require written permission. The team experience can provide more learning, more efficiency, and more friendship.

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 or footnotes at the bottom of the page (not the essay), and no PDF's (CU rule). Observations/conclusions should derive from data examined and discussed 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 – Research Quality

Quality empirical research requires clear, concise writing about

- the purpose of the paper;
- why the topic matters;
- quantitative data you collect and/or analyse;
- sampling procedures and how you assured no bias;
- how any hypothesis/proposition/interpretation of your data is related to the nature of the data;
- the tables and/or charts you are using;
- the sources of the data in these tables and/or charts.

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.

VIIId 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.

VIIe Term Paper – Data, Quantity, Statistics

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

Data will matter: (a) the quality and quantity of the quantitative data, (b) the intelligence/plausibility of your analysis, inferences, 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. Please feel free to consult Professor Winn.

VIIIf 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 chart or table containing data supportive of that conclusion. For an explanation, please see section VIId for a discussion of table/chart nomenclature. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

Accommodation and Research Assistance

- Test accommodation – A medical note will normally be required if three or more tests are missed.
- Late paper accommodation—acceptable for medically documented reasons.
- Librarian Aleksandra Blake – would gladly advise on non-empirical aspects (i.e. where to find media but not how to content-analyze media). Seeking Ms. Blake's advice early in the term will bring you significant benefits, including more free time.
- Professor Winn – would gladly help with respect to design, media, sampling, analysis etc

VIIg Term Paper – Grading of the Empirical/Quantitative Component

The quality of charts, presentation, writing, and data interpretation will influence grades. With respect to the empirical/quantitative data component of the paper, grading will also be influenced by (a) quantity of data, analysis, and interpretation and (b) team size. For hypothetically two teams of the same size, the grade will be higher if the quantity of original data and data analysis/interpretation is larger.

VIIh Topics for Papers – Pre-Authorized and Potentially Authorized

Papers are to be uploaded to Brightspace on Nov. 10th or 11th by one member of each team. Please feel free to consult (a) Ms. Blake re media access and discovery of any existing academic study on your topic and (b) Prof. Winn re dates, coding, media choices, efficiency (saving time), and/or interviewing journalists for their reaction to your findings. If part of your project, surveys/interviews will often require CU authorization.

Below are two lists of suggested topics: table 1 (Pre-Authorized) and table 2 (Prospectively Authorized). Requiring slightly more advice, the topics of table 2 have a high likelihood of receiving

written authorization following a brief conversation involving the team and Professor Winn. Please feel free to propose other topics for approval.

The normal deadline for requesting written approval of a potentially authorized topic is the end of the first month of the term. Irrespective of topic, please remember to analyze an empirical, i.e. quantitative, data element at the core of your planned research.

Table 1: Pre-Authorized Topics

Area	Pre-Authorized Topics	Data
A. Democracy and Democratic Ideas	Compare media definitions and uses of democracy and democratic principles	Beginning in 1933, the project would content analyze L and R media in US/UK/Ca/Austr/Fr + perhaps Ger/India/Isr/NZ/Sw.
B. L and R	Compare media definitions and uses of L and R	Analogous to above
C. Corporate taxes	Compare media treatment of corp taxes, inequality among corps, special Rx of sectors, and/or tax avoidance abroad.	Analogous with a more recent beginning and business papers
D. Income inequality - strata, races etc.	Compare media treatment of assumed causes and solutions	Similar to above
E. Human Rights globally	Compare data re nations, victims; 3rd party data if available. Possible media interviews re data interpretation.	Analogous re coverage. Consult Prof. W re media interviews.
F. China democide of Falun Gong	Compare coverage re nations, victims. Possible media interviews re interpretation	Analogous re coverage. Consult Prof. W re interviewing media
G. Democide/ genocide of Christians in MENA post-WW2	<ul style="list-style-type: none"> ○ Compare coverage re nations, victims ○ Possibility of interviewing media re their interpretation of findings 	Beginning in 1948, the project would compare L and R media in US/UK/Ca/Austr/Fr + perhaps Ger/India/Isr/NZ/Sw.
H. Chemicals, esp agric. pesticides	Compare coverage by nations/chemical/product. Possible interviews with academics re findings	Analogous to preceding. More recent beginning date.

Table 2: Prospectively Authorized Topics (i.e. following a Brief Discussion with the Team)

Area	Topics Potentially Authorized in Writing	Data
<p>Six options not on the above list of pre-authorized topics.</p> <p>Any of these six topics (or possibly others) may need a little more advice. They may be authorized in writing by Professor Winn following conversation.</p>	<p>Option 1, Social Media: A quantitative overview of articles in perhaps business/ marketing/PR/ communications/public administration journals on purposes of government/business use of social media. Interviews might be added.</p> <p>Option 2, COVID, Scientists vs. Journalists: A comparison of (a) a quantitative, bibliographically supported list of scientists' recent research/concerns about vaccines (e.g. https://www.theblaze.com/news/neurologist-unvaccinated-previously-infected-less-likely-to-spread-covid?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter_PM%202021-08-17&utm_term=ACTIVE%20LIST%20%20TheBlaze%20Daily%20PM) (see also WSJ) and (b) content analysis of media to score them on their completeness of news.</p> <p>Option 3, COVID, CDC's Apparently Misleading Report on Hospitalization Rates at How CDC Manipulated Data to Create 'Pandemic of the Unvaxxed' Narrative • Children's Health Defense (childrenshealthdefense.org), Children's Health Defense reported on CDC's misleading data. You could compare media reporting.</p> <p>Option 4: COVID and cross-media coverage in US/Canada/UK/AUS etc. How do different media cover the topic, what's emphasized/ignored/contradictory. For example, what may be the reporting on financial conflict of interest. For RFK Jr's organization's suit against Rutgers University over its financial conflict of interest, see https://childrenshealthdefense.org/defender/chd-sues-rutgers-university-covid-vaccine-mandate/.</p> <p>Option 5, Political Financing: How have U.S. media covered the role of campaign financing plays in elections, including anonymized information on sources? Is this coverage balanced, and what does the media tend to emphasize/miss?</p> <p>Option 6: Cells-5G: How have media covered health-related concerns re 5G technologies? What was tone/tenor of this coverage, especially in light of D.C. Circuit decision against FCC in Aug., 2021.</p>	<p>Please feel free to consult Ms. Blake about library search procedures and Prof. Winn about search procedures too.</p>

VIII Course Schedule – Topics, Reading, Tests

Preface

Classes will tend to have

- one or more PPTs posted on Brightspace ahead of the lecture,
- brief tests at the beginning of classes specified below, and
- discussions in some weeks concluding with a small number of students providing concise summaries of their sense of what was said.

Early weeks will place extra emphasis on empirical methods, proposals, and papers.

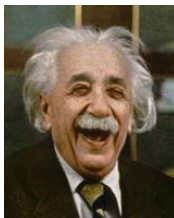
Three types of potential sources of information are provided: conventional library works and URL references in the syllabus plus occasional source references in the PPT's. Time permitting, please skim through the small subset of library works that have an asterisk (star). The first example is “*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)”. Please also consult as many items on each week's URL list as time permits.

Lecture Technology, Varied Bibliographic Sources, and Possible Disagreement

- Technology – Prof. W. uses a gig, a box-to-computer chord, and a mic. A 500 meg service plus a mic are recommended.
- Sources – Varied bibliographic sources. The goal is to increase awareness that political life involves uncertainty and deception and hence requires ways of confirming what is truly happening.
- Non-consensus – Uncertainty and disagreement are both welcome! Ideal disagreement should be forthright, courteous, and candid (e.g. please feel comfortable distinguishing between your hypotheses and evidence you may have).

1. Higher Education, Politics, and Research:

- (a) Universities—Who Serves Whom,
- (b) Political Persuasion—What Info Do You Need for Results,
- (c) Spotting Motives—Does It Matter, and
- (d) Empirical Research—How to Make It Serve You (Sept. 8)



Vs.



Library (asterisk indicates special importance)

1. *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).
2. J. Grimmer and B. M. Stewart, "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts," *Political Analysis* (January, 2013)
3. Allan Bloom, *Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (2012)
4. *Sharyl Attkisson, *The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote* (Harper, 2018)

Special Note

- First weeks – more emphasis on empirical methods.
- Library items – please emphasize those asterisked.
- URL items – please read and/or find out about as many as time allows.

URL's

1. Course syllabus – please read it very carefully.
2. Please think carefully of whom you would like as a research partner among students in the class and about different projects that your potential partner and you might discuss carrying out.

Tasks to Think about or Do

1. Course syllabus – please read it very carefully.
2. Please think carefully of whom you would like as a research partner among students in the class and about different project options that you might consider carrying out.
3. Please ask yourself about the public affairs or PA facing each of the following:
 - a. democracies,
 - b. the west,
 - c. media – old and new,
 - d. your generation,
 - e. Australia,
 - f. France.
4. Spend some of your spare time reading or glancing at newspapers from beyond Ottawa, (i) especially in the U.S. plus (ii) the U.K., Australia, India, Israel, Sweden, and Nigeria, (iii) China, Japan, Taiwan, South Korea, and Viet-Nam, (iv) France, Germany, and Western Europe, plus (v) areas of special interest. Please ask yourself why these countries are chosen and organized in this way.

**2. The Mind—How Can Genius and Idiocy Cohabitate (Kahneman),
(a) Global Drama—China’s Rise, Europe’s Decline, Christianity’s Retreat,
Neo-Iranian Imperial Dreams (224–651 AD), Incremental Sunni-Israeli Conciliation,
U.S. Upheaval, Intergenerational Inequality Exploding across the West,
(c) Empirical Research—More on Making It Serve You (Sept. 15; Test)**

Test

Library

1. Main lecture on System 1 Thinking and the laziness of the human brain.
2. *Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)
3. 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.

URL’s

1. Judith Bergman, China: The Perfect High-Tech Totalitarian State, 18 June, 2019 <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 (24 July, 2019): <https://pjmedia.com/trending/twitter-reacts-to-mueller-claim-hes-not-familiar-with-fusion-gps/>
4. China vs. U.S. –potential for a long fight: <https://www.nytimes.com/2019/08/07/business/dealbook/china-us-trade.html>
5. Why Canada to ban Beijing’s Huawei: <https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/> 2019012
6. Raymond Ibrahim, “Another Ignored Genocide of Christians Plagues Burkina Faso,” 15-Dec-19 at <https://www.gatestoneinstitute.org/15288/genocide-christians-burkina-faso>
7. Guilio Meotti, “Hungary’s Prime Minister Viktor Orbán: Europe’s Solitary Defender of Persecuted Christians” 14 Dec., 2019 at <https://www.gatestoneinstitute.org/15285/viktor-orban-persecuted-christians>
8. Majid Rafizadeh, “In Iran, It Is a Crime to Be a Christian” December 29, 2019 at <https://www.gatestoneinstitute.org/15229/iran-christians-persecution>
9. Guilio Meotti, “Christians Beheaded for Christmas, The West Goes Back to Sleep” January 5, 2020 at <https://www.gatestoneinstitute.org/15369/christmas-christians-beheaded>
10. “Turkey’s No Longer Best-Kept Secret: Islamized Christians” in *The Persecution of Christians* 12 January, 2020 at <https://christianpersecution.com/turkey/turkeys-no-longer-best-kept-secret->

Judith Bergman

Lawyer,
columnist, and
Distinguished
Senior Fellow at
the Gatestone
Institute.

islamized-christians/#:~:text=Turkey%E2%80%99s%20No%20Longer%20Best-Kept%20Secret%3A%20Islamized%20Christians.%20Persecution,Empire%20and%20its%20successor%20state%2C%20the%20Republic%20

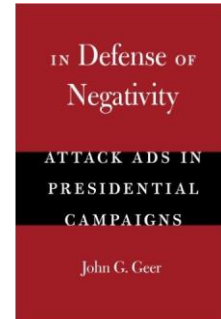
11. Lawrence A. Franklin, "China's War on Religion Ensnarers American-based Pastor John Cao" 18 March, 2020 at <https://www.gatestoneinstitute.org/15743/china-war-on-religion>
12. Bassam Tawil, "Who's Attacking Palestinian Christians?" March 8, 2020 at <https://www.gatestoneinstitute.org/15690/attacking-palestinian-christians>
13. Giulio Meotti, "The Vatican Surrenders to China," 22 March, 2020 at <http://www.ruthfullyyours.com/2020/03/22/the-vatican-surrenders-to-china-by-giulio-meotti/#:~:text=%20The%20Vatican%20Surrenders%20to%20China%20by%20Giulio,Benedict%20XVI%20saw%20the%20danger%20of...%20More%20>
14. 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.
15. Srivastava, Rajendra N. "Children at Work, Child Labor and Modern Slavery in India: An Overview." *Perspective* 56 (August 15, 2019): 1-6.
16. Sonnemaker, Tyler. "Apple Knew a Supplier Was Using Child Labor but Took 3 Years to Fully Cut Ties, despite the Company's Promises to Hold Itself to the 'highest Standards,' Report Says." *Business Insider*. December 31, 2020
17. Uzay Bulut, "Turkey: Pressures, Attacks, and Discrimination against Christians" 29 March, 2020 at <https://www.gatestoneinstitute.org/15789/turkey-christians-attacks-discrimination>
18. Raymond Ibrahim, "Jihadists Martyred Him for Refusing to Renounce Jesus Christ": The Persecution of Christians 12 April, 2020 at <https://www.gatestoneinstitute.org/15878/persecution-of-christians-february>
19. Raymond Ibrahim, "We Have No Mercy on You People": Persecution of Christians, July 18, 2020" 23 August, 2020 at <https://www.gatestoneinstitute.org/16391/persecution-of-christians-july>
20. Clarion Project, China College Funding Scandal– It Gets Worse May 11, 2020 https://clarionproject.org/china-college-funding-scandal-gets-worse/?utm_source=Clarion+Project+Newsletter&utm_campaign=d835d0ad5e-EMAIL_CAMPAIGN_2020_05_13_11_04&utm_medium=email&utm_term=0_60abb35148-d835d0ad5e-7032741&mc_cid=d835d0ad5e&mc_eid=c98ea6b77a

**3. Communications—How to Identify the Right Targets and Actions,
(a) the Paradoxes of China, Obama, Trump, and Biden
c) More on Empirical Research
(Sept. 22; paper Nov. 10 or 11 on Brightspace)**

Test

Library

1. *Thomas Holbrook, *Do Campaigns Matter*
2. *Ford Kanzler, "The Positioning Statement," *Public Relations Q.* (Winter, 1997-8), 18-20.
3. 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.
4. Douglas A. Hibbs, "Bread and Peace Voting in U.S. President Elections," *Public Choice* vol. 104 (July, 2000), 149-80.
5. 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).
6. 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
7. 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)
8. Tom Flanagan, *Winning Power* (Kingston: MQUP, 2014)
9. 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).
10. Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap* (Houghton Mifflin, 2017).



URL's

1. 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>.
2. <http://www.businessinsider.com/ben-rhodes-nyt-profile-white-house-2016-5> on how White House deceived media over Iran deal.
3. On 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/>.

4. [https://aibr.org/downloads/EPSTEIN & WILLIAMS 2019-WPA-Evidence of-search engine bias related to 2018 midterm elections.pdf](https://aibr.org/downloads/EPSTEIN_%20WILLIAMS_2019-WPA-Evidence_of_search_engine_bias_related_to_2018_midterm_elections.pdf)
5. <https://www.politico.com/story/2019/08/07/white-house-tech-censorship-1639051>
6. <https://www.meforum.org/islamist-watch/58905/prominent-california-islamists-praise-imam-call>
7. <https://www.gatestoneinstitute.org/14293/facebook-government-censorship>
8. <https://clarionproject.org/qatars-vision-shapes-american-classrooms/>
9. https://newsroom.carleton.ca/story/joel-eastwood-pulitzer-wsj/?utm_source=HomepageBanner&utm_campaign=July2019
10. Michael Weiss, "Building Resilience against the Threat of Disinformation," August, 2020 at https://macdonaldlaurier.ca/files/pdf/20200814_Michael_Weiss_STRAIGHT_TALK_FWeb.pdf?mc_cid=ed21ab6a5f&mc_eid=28931d14f2&mc_cid=ed21ab6a5f&mc_eid=28931d14f2
11. "How China Turned the Pandemic and Protests Into Propaganda Opportunities" in *WSJ* at <https://www.youtube.com/watch?v=16GhLG3voOo&feature=youtu.be>

4. Charisma—Its Power and Weakness.

(a) The Power and (b) Weakness of Academic Predictions (Sept. 29)

Library

1. S.N. Eisenstadt, ed., *Max Weber on Charisma and Institution Building* (University of Chicago Press, 1968) (just to get a sense of Weber's original understanding of charisma)
2. *Olivia Fox Cabane, *The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism* (New York: Penguin, 2012).
3. *Atkinson, Max. *Our Masters' Voices: The Language and Body Language of Politics* (London: Routledge, 1984).
4. *Frank Luntz, *Words that Work* (e-book, 2008) available in hardcover from Hachette and at http://www.mohamedrabeea.com/books/book1_10476.pdf
5. Jean K. Chalaby, *The de Gaulle Presidency and the Media Statism and Public Communications* (London: Palgrave/Macmillan, 2002)
6. 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).

URL's

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

2. <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>
3. <http://www.thetower.org/5108-legal-expert-slams-hypocrisy-of-uns-unprecedented-israel-blacklist/>
4. <https://www.gatestoneinstitute.org/14556/alan-dershowitz-new-yorker-david-remnick>
5. <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families' 20150928

**5. The Mass Mind—How to Mobilize It and Use the Media,
(a) Europe’s Fall—Why It Happened, How It Matters,
(b) Implications for Public Affairs Strategy (Oct. 6)**

Test

Library

1. *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)
2. 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)
3. 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>.
4. *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+fpmdtn+%28FrontPage+Magazine+%C2%BB+Discover+the+Networks%29.
5. *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)

URL's

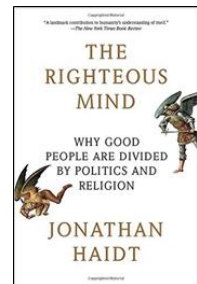
1. Philip Cross, "The Case For a Carbon Tax: What Went Wrong?" at Macdonald Laurier Institute, Ottawa

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. Rhetoric—How Does It Work and Why,
(a) Rise of English—Why Did It Happen and Why Does It Matter,
(Oct. 13)**

Library

1. *Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided over Politics and Religion* (New York: Pantheon, 2012).
2. Gerald R. Miller and James B. Stiff, *Deceptive Communication* (Sage, 1993)
3. Janet Beavin Bavelas *et al*, *Equivocal Communication* (Sage, 1990)
4. Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press. 2006)
5. Ted Brader, *Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work* (Chicago: University of Chicago Press. 2006)
6. Andrew L. Friedman and Samantha Miles, Stakeholders: Theory and Practice (Toronto: Oxford UP, 2006) or their “Developing Stakeholder Theory,” *Journal of Management Studies* (2002), 1-21.
7. McCroskey, James and Walter Combs. “The Effects of the Use of Analogy on Attitude Change and Source Credibility.” *The Journal of Communication*, Vol. 19, December 1969. Allen Press, Kansas. pp. 333-339.
8. Sopory, Pradeep and Dillard, James Price. “The Persuasive Effects of Metaphor: A Meta-Analysis,” *Human Communication Research* 28, vol.3, (2002):382-419.
9. Read, Stephen. “When is the Federal Budget like a Baby?” *Metaphor and Symbolic Activity* 5, (1990): 125-149.
10. Alfred Lubrano, *Limbo: Blue Collar Roots, White Collar Dreams* (Hoboken, NJ: Wiley, 2004)
11. Rohini Ahluwalia, “Examination of Psychological Processes Underlying Resistance to Persuasion,” *Journal of Consumer Research* (September, 2000), pp. 217-232.
12. Erik P. Bucy and John E. Newhagen, “The Emotional Appropriateness Heuristic: Processing Televised Presidential Reactions to the News,” *Journal of Communication* (autumn, 1999), vol 49 pp59-79.



13. Roger Ailes, *You are the Message* (1995)
14. Mutz, Diana, Sniderman Paul and Brody Richards (Eds.). *Political Persuasion and Attitude Change*. Michigan: The University of Michigan Press, 1999.
15. *Peter Schweitzer, *Secret Empires: How the American Political Class Hides Corruption and Enriches Family and Friends* (HarperCollins, 2018). 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), and *Profiles in Corruption: Abuse of Power by America's Progressive Elite* (2020).

URL's

1. Tucker Carlson on Democrats and Russian collusion: <http://video.foxnews.com/v/6064091080001/>
2. <https://www.youtube.com/watch?v=PdxPCeWw75k&feature=youtu.be> My escape from North Korea, Hyeonsoo Lee
3. <https://www.jpost.com/International/Holland-joins-Swiss-in-freezing-funding-to-UNRWA-after-misconduct-report-597294>
4. https://www.wnd.com/2018/07/cair-asks-judge-to-hide-hamas-ties-in-trial/?cat_orig=faith
5. <https://www.gatestoneinstitute.org/14142/annihilation-christian-life>
6. <https://www.gatestoneinstitute.org/14484/germany-hate-speech-al-quds>
7. <https://pressprogress.ca/statistics-canada-finds-new-evidence-multinational-corporations-are-dodging-canadian-taxes/>
8. <https://youtu.be/mo3LpGOFIAY> Peter Schweizer on exposing Obama-era corruption in new book 20180318.
9. <https://youtu.be/6ZCrkyFeFGY> On Tucker Carlson's show, Steyn on Democrats knowing what Bill Clinton was doing. 20171120.
10. Alpha analysis of tactics used by Ben Shapiro and Bill Maher in their TV debate at <https://www.youtube.com/watch?v=kleeoeZr2vM>
11. *Theo Wayt, "Execs who helped Cuomo smear accuser work at firm making millions from state contracts," *N.Y. Post* (August 6, 2021) at [Execs who helped Cuomo smear accuser work at firm making millions from state contracts \(nypost.com\)](https://nypost.com/2021/08/06/execs-who-helped-cuomo-smear-accuser-work-at-firm-making-millions-from-state-contracts/).



7. The Strangeness of

(a) Universities—Best Friends and Worst Enemies of Democracy

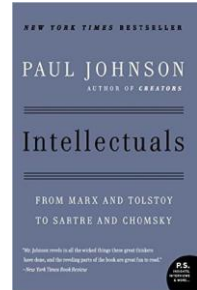
(b) Nations—Best Friends and Worst Enemies of Freedom and Decency (Oct. 20)

Test

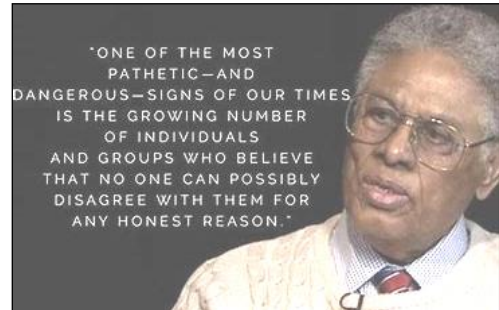
Library

1. E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)
2. *Thomas Sowell, *Intellectuals and Society* 2nd., Hoover interview at <https://youtu.be/JyufeHJlodE>
3. David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006)

4. Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)
5. David Horowitz, *Unholy Alliance: Radical Islam and the American Left* (FrontPage Mag).
6. <http://www.discoverthenetworks.org>
7. *Stephen H. Norwood, *The Third Reich in the Ivory Tower: Complicity and Conflict on American Campuses* (Cambridge: Cambridge UP, 2010).
8. Bruce Bawer, *The Victims' Revolution: The Rise of Identity Studies and the Closing of the Liberal Mind* (New York: Harper Collins, 2012) (approx pp 18-40 for his review of the origins of identity studies).
9. *Paul Johnson, *Intellectuals* (New York: HarperCollins, 1988).
10. Katie Zavadski on Julio Pino at <http://www.thedailybeast.com/articles/2016/01/20/kent-state-professor-posted-isis-pictures-on-facebook.html>.
11. *Sean Illing, "The Left has an Islam Problem: If liberals won't come to terms with religious extremism, the xenophobic right will carry the day," www.salon.com (left liberal website) at http://www.salon.com/2015/11/17/the_left_has_an_islam_problem_if_liberals_wont_come_to_terms_with_religious_extremism_the_xenophobic_right_will_carry_the_day/.
12. "A Thank you to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more...." in *Weekly Standard* Vol. 010 (June 20, 2005) 38.
13. 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.
14. *http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf. David Horowitz and Ben Johnson, *Campus Support for Terrorism* (Center for the Study of Popular Culture, 2004). http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1
15. David Stove, *Against the Idols of the Age* (2001)
16. *Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)
17. http://fairquestions.typepad.com/rethink_campaigns/ Vivian Krause on environmentalism as trade protectionism (US subsidies of Cdn NGOs).
18. Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003.
19. "Faculty Follies," *The New Criterion* (June, 2005) or Roger Kimball, "Retaking the University," *The New Criterion* (May 11, 2005)
20. Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009) http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles



21. Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 or Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303 or Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65. Jelena B. or Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1).
22. *Niall Ferguson on the rise and fall of universities at <http://net.educause.edu/ir/library/pdf/ff0705s.pdf>
23. Jack Kerwick, "Leftist Groupthink in Academia" (April 7, 2016) at http://beta.townhall.com/columnists/jackkerwick/2016/04/07/leftist-groupthink-in-academia-n2144925?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=
24. Thomas Sowell, "Dry Rot in Academia" (May 10, 2016) at http://townhall.com/columnists/thomassowell/2016/05/10/dry-rot-in-academia-n2160402?utm_source=TopBreakingNewsCarousel&utm_medium=story&utm_campaign=BreakingNewsCarousel.
25. <http://www.theguardian.com/science/2015/aug/27/study-delivers-bleak-verdict-on-validity-of-psychology-experiment-results>
26. *Cary Nelson, *Israel Denial: Anti-Zionism, Anti-Semitism, and the Faculty Campaign Against the Jewish State* (Indiana University Press, 2019)



URL's

1. http://townhall.com/columnists/DennisPrager/2009/08/18/now_yale_embarrasses_the_idea_of_the_western_university
2. https://wealthpress.com/resources/breakout_report_a_inf/?step=br0a&utm_source=wp&utm_medium=article&utm_campaign=br&utm_term=july17&utm_content=video
3. <https://www.theguardian.com/world/2018/oct/31/tariq-ramadan-admission-sparks-fresh-row-over-claims>
4. <https://www.burlingtonfreepress.com/story/news/local/2019/04/17/campus-free-speech-middlebury-college-charles-murray-european-parliament-ryszard-legutko/3494450002/>
5. "How Universities enable hijacking free speech when Jews are involved" 30-Nov-19 at <http://www.israelnationalnews.com/Articles/Article.aspx/24803>
6. Giulio Meotti, "Europe's New Academic Fascism" 23-Feb-20 <https://www.gatestoneinstitute.org/15156/europe-academic-fascism>
7. Ryan Mauro and Alex VanNess, "Exclusive: Foreign Funding of Universities Reveals \$1 Billion 'Black Hole'" 4/5/2020 at https://clarionproject.org/exclusive-foreign-funding-billion-dollar-black-hole/?utm_source=Clarion+Project+Newsletter&utm_campaign=4a859070fc-EMAIL_CAMPAIGN_2020_04_16_02_04&utm_medium=email&utm_term=0_60abb35148-4a859070fc-7032741&mc_cid=4a859070fc&mc_eid=c98ea6b77a

8. “Tucker Carlson on Ivy Leagues' privileging Democrats' children” at <https://www.youtube.com/watch?v=fhHH1AJtZ3Y>
9. “Rep. Doug Lamborn Asks Department of Education to Investigate Middle East Studies at UC Berkeley” 18-Jun-20 *Middle East Forum* at <https://www.meforum.org/61122/lamborn-asks-doe-to-investigate-uc-berkeley>.
10. John Rossomando, “CAIR Sues to Muzzle Arizona Community College Professor” 16-Jun-20 at <https://www.investigativeproject.org/8442/cair-sues-to-muzzle-arizona-community-college>
11. William A. Jacobson. There’s an effort to get me fired at Cornell for criticizing the Black Lives Matter Movement 11 June, 2020 <https://legalinsurrection.com/2020/06/theres-an-effort-to-get-me-fired-at-cornell-for-criticizing-the-black-lives-matter-movement/>
12. Walter E. Williams, An Underappreciated American Scholar June 27, 2020 at https://townhall.com/columnists/walterewilliams/2020/06/27/draft-n2571440?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=06/27/2020&bcid=511febe778977e32122a4bc6fae0b3b5&recip=28535281
13. Bob Zeidman, “The Death of the Liberal US University Occurred This Month,” *The Epoch Times* 15-Jul-20 at https://www.theepochtimes.com/the-death-of-the-liberal-american-university-occurred-this-month_3423088.html?ref=brief+Opinions&_sta=sg.jhmlubsgxjjoa.zsbjhg%7CUYY&_stm_medium=email&_stm_source=smartech
14. “Canadian College Exec Apologizes, Resigns After 'Liking' Conservative Tweets,” *Zero Hedge* 2020 at <https://www.zerohedge.com/political/canadian-college-exec-apologizes-resigns-after-liking-conservative-tweets>
15. Victor Davis Hanson, “Universities Sowing the Seeds of Their Own Obsolescence” *National Review* 7/2/2020 at <https://www.nationalreview.com/2020/07/universities-sowing-the-seeds-of-their-own-obsolence/>
16. Hugh Fitzgerald, “U.K. Lecturer Fired For Making Admiring Comments About Jews” *Jihad Watch* 26 July, 2020 at https://www.jihadwatch.org/2020/07/u-k-lecturer-fired-for-making-admiring-comments-about-jews?utm_source=newsletter&utm_medium=email&utm_campaign=the_2020_07_27_jihad_watch_daily_digest&utm_term=2020-07-27
17. Anemona Hartocollis, “Justice Dept. Accuses Yale of Discrimination in Application Process” *NYT* Aug. 13, 2020 at https://www.nytimes.com/2020/08/13/us/yale-discrimination.html?action=click&campaign_id=4&emc=edit_dk_20200814&instance_id=21279&module=Top+Stories&nl=dealbook&pgtype=Homepage®i_id=67546837&segment_id=36111&te=1&user_id=409c9b8a648726728e62e1d841ac1ec0
18. Tarek Fatah 27 Nov., 2019 at <https://www.meforum.org/59988/antisemitism-on-full-display-at-york-university>



Break Week October 25-29

8. Challenges to Knowledge
(a) The Human Mind as a Barrier to Knowing,
(b) Changing Sources of Knowledge,
(c) Changing Trustworthiness of Sources, and
(b) Internet and Technology as Friends and Enemies of Knowledge (Nov. 3)

Test

Library

1. * Taleb, Nassim, *The Black Swan* (New York: Random House, 2010)
2. Morozov, Neveny, *The Net Delusion* (New York, Public Affairs, nd)
3. Lanier, Jaron, *You Are Not a Gadget: A Manifesto* (2010) or *Ten Arguments for Deleting Your Social Media Accounts Right Now* (2018)
4. Rafizadeh, Majid, *Allah, God, Who Hates Women: Why They Suppress?* (International American Council) (New Delhi: Prakash Books, 2015)



URL's

1. <https://clarionproject.org/iranian-provocations-since-may-2019-see-this-shocking-map/>
2. <https://www.gatestoneinstitute.org/14571/iran-eu-mullahs-friends>
3. <https://clarionproject.org/you-wont-believe-what-this-isis-fighter-says-about-israel/>
4. <https://tammybruce.com/2019/07/ayaan-hirsi-ali-on-ilhan-omar-and-the-roots-of-somali-anti-semitism.html>
5. <https://clarionproject.org/yazidi-isis-survivor-speaks-to-clarion-exclusive/>
6. <https://clarionproject.org/torture-execution-first-hand-testimony-1988-iran-survivors/>
7. <https://youtu.be/7pdqKetNpsM>
8. <https://pjmedia.com/faith/break-the-cross-the-jihad-on-christianity/>
9. <https://www.dailywire.com/news/48221/litwin-cair-victimizes-fellow-muslims-oren-litwin>
10. <https://www.gatestoneinstitute.org/14409/iran-terrorism-europe>
11. <https://www.cjnews.com/news/canada/anglican-church-of-canada-to-remove-prayer-for-jewish-conversion>
12. <https://www.aljazeera.com/news/2019/07/ethics-report-accuses-unrwa-leadership-abuse-power-190726114701787.html>

9. Internet
(a) Effects,
(b) Social Media Effects,
(c) Effects of Third Parties,
(c) The Diversity of Political Users and their Agendas
(Nov. 10; Paper due Nov. 15)

Academic Analysis

1. 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.
2. 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.
3. Desai, M., Mehta, M.A. (2016). Techniques for Sentiment Analysis of Twitter Data. *Computing, Communication and Automation (Conference)*. doi: 10.1109/CCAA.2016.7813707.
4. <http://www.washingtonsblog.com/2017/08/pulitzer-prize-winning-reporter-fbi-documents-show-seth-rich-not-russians-gave-dnc-documents-wikileaks.html>
5. Re MSM and Trump election <https://shorensteincenter.org/news-coverage-2016-presidential-primaries/> for News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Consequences July 11, 2016, 6:00 am By Thomas E. Patterson, Bradlee Professor of Government and the Press
6. Harris, Lisa, and Paul Harrigan. "Social Media in Politics: The Ultimate Voter Engagement Tool or Simply an Echo Chamber?" *Journal of Political Marketing* 14, no. 3 (July 3, 2015): 251–83. doi:10.1080/15377857.2012.693059.
7. Winston, Joel. "How the Trump Campaign Built an Identity Database and Used Facebook Ads to Win the Election." *Medium*, November 18, 2016. <https://medium.com/startup-grind/how-the-trump-campaign-built-an-identity-database-and-used-facebook-ads-to-win-the-election-4ff7d24269ac>.
8. Steven Bertoni, "Exclusive Interview: How Jared Kushner Won Trump The White House" at <http://www.forbes.com/sites/stevenbertoni/2016/11/22/exclusive-interview-how-jared-kushner-won-trump-the-white-house/#3df554f62f50>
9. <https://www.economist.com/news/briefing/21730870-economy-based-attention-easily-gamed-once-considered-boon-democracy-social-media>
10. <https://www.economist.com/news/leaders/21730871-facebook-google-and-twitter-were-supposed-save-politics-good-information-drove-out>
11. George Gilder, *Life after Google* (Regnery, 2018)

URL's

1. Eric Zuesse, "Seymour Hersh Cracks 'RussiaGate' as CIA-Planted Lie..." (August 7, 2017) at <https://off-guardian.org/2017/08/07/seymour-hersh-cracks-russiagate-as-cia-planted-lie-revenge-against-trump/>

2. George Neumayr, "Even lefty Seymour Hersh agrees that the Russian fable begin in the mind of Obama's CIA director," *The American Spectator* August 11, 2017 at <https://spectator.org/it-was-a-brennan-operation/>
3. https://www.youtube.com/watch?v=gYzB96_EK7s
4. 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>
5. Tulsi Gabbard campaign sues Google for blocking her ads , 25 July, 2019 on *The Blaze*.
6. <http://www.danielpipes.org/blog/2016/11/uk-internet-provider-o2-blocks-me>
7. <https://www.gatestoneinstitute.org/14517/iran-new-terrorist-network>
8. <https://www.investigativeproject.org/7956/pakistan-presses-un-to-crackdown-on->
9. https://pjmedia.com/trending/google-engineer-google-news-search-results-are-intentionally-biased-against-trump/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a1c635f3bfd5b30e5ef75089eea428f&recip=28551259
10. <https://pjmedia.com/trending/former-google-engineer-says-google-will-try-to-prevent-trumps-reelection/>
11. <https://www.newsweek.com/trumps-social-media-summit-shows-regulation-coming-silicon-valley-its-about-time-opinion-1449591>
12. Breck Dumas, "Amazon refuses to sell ex-NYT reporter's book on 'Unreported Truths about COVID-19.' Then Elon Musk steps in." *The Blaze* 4-Jun-20 at https://www.theblaze.com/news/amazon-refuses-to-sell-ex-nyts-reporters-book-on-unreported-truths-about-covid-19-then-elon-musk-steps-in?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter__PM%202020-06-05&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days
13. Corey Lynn, "Controlling Minds, Narratives & Elections: Google, YouTube, Facebook & Twitter," *Washington Standard* August 26, 2019 at <https://thewashingtonstandard.com/controlling-minds-narratives-elections-google-youtube-facebook-twitter/>
14. "Facebook Bans Posts Organizing Unsanctioned Protests Against Lockdowns," *Informed American* 4/21/2020 <https://www.informedamerican.com/facebook-bans-posts-organizing-unsanctioned-protests-against-lockdowns/>
15. "NH Supreme Court rules lower court was wrong to dismiss Facebook censorship lawsuit," Naga Pramod on *Reclaim the Net* 24-Jul-2020 at <https://reclaimthenet.org/court-was-wrong-to-dismiss-facebook-censorship-lawsuit/>.
16. Carlos Garcia, "Twitter temporarily banned Trump campaign from tweeting, claiming they shared a false video about COVID-19," *Blaze* 5-Aug-20 at 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%20270%20days

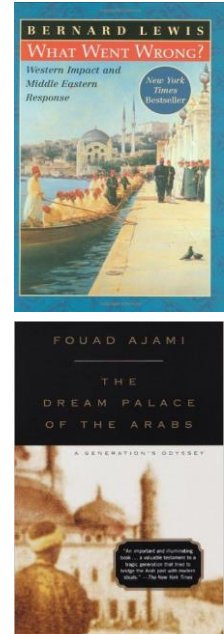


**10. Arabs, Sunnis, Iranians, Shia, Europeans, Christians, Israelis, Jews—
(a) How They Matter and How They Don't, and
(b) How to Tailor PAS for Success with Each Target and Setting (Nov. 17)**

Test

Library

1. *Bernard Lewis, *What Went Wrong?: The Clash Between Islam and Modernity in the Middle East* (New York: Oxford, 2002) or Fouad Ajami, *Dream Palace of the Arabs* (New York: Random House, 1999).
2. Edward Said, *Covering Islam* (New York: Pantheon, 1991)
3. *Rising Restrictions on Religion* (Washington, D.C.: PEW, 2011) at <http://www.pewforum.org/files/2011/08/RisingRestrictions-web.pdf>.
4. *Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006) or Walid Shoebat, *Why We Want to Kill You: The Jihadist Mindset and How to Defeat It*
5. Bat Ye'or, *Islam and Dhimmitude: Where Civilizations Collide* (Fairleigh Dickinson University Press, 2001) or Oriana Fallaci, *The Rage and the Pride* (New York, 2002).
6. Alan Dershowitz, *The Case for Israel* or George Gilder, *The Israel Test* (New York: RichardVigalente Books, 2009)
7. Alan Dershowitz, *The Case for Israel* or George Gilder, *The Israel Test* (New York: RichardVigalente Books, 2009)
8. Joan Peters, *From Time Immemorial* (Chicago: JKAP Publications, 2000).
9. Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)
10. Joshua Muravchik, *Making David into Goliath: How the World Turned against Israel* (New York: Encounter Books, 2014)
11. Jeffrey Herf, "The Middle East Studies Blind Spot," *History News Network* (Sept. 27, 2015) at <http://historynewsnetwork.org/article/160546>
12. Maajid Nawaz, "The Secret Life of Sadiq Khan, London' First Muslim Mayor," *The Daily Beast* (05/08/16) at <http://www.thedailybeast.com/articles/2016/05/08/the-secret-life-of-sadiq-khan-london-s-first-muslim-mayor.html>.
13. For another perspective, see Soeren Kern, "Meet the First Muslim Mayor of London: (May 8, 2016) at <https://www.gatestoneinstitute.org/8011/sadiq-khan>.



URL's

1. A pluralist Muslim leader on When Hate is Promoted by Religious Leaders, Why Blame the Followers? at <https://www.gatestoneinstitute.org/8309/abdullah-hakim-quick>
2. Slaughter of Christians at <https://www.gatestoneinstitute.org/14469/persecution-of-christians-april>

3. <https://www.meforum.org/islamist-watch/58905/prominent-california-islamists-praise-imam-call>
4. <https://www.gatestoneinstitute.org/14517/iran-new-terrorist-network>
5. <https://www.gatestoneinstitute.org/14571/iran-eu-mullahs-friends>
6. <https://www.gatestoneinstitute.org/14551/germany-middle-eastern-spies>
7. <https://www.gatestoneinstitute.org/14409/iran-terrorism-europe>
8. <https://www.investigativeproject.org/8002/ipt-exclusive-cair-leader-consequence-free-anti>
9. <https://www.gatestoneinstitute.org/14588/palestinians-assault-saudi-blogger>
10. <https://clarionproject.org/dubai-princess-claims-torture-by-pm-father/>
11. Sheikha (Princess) Latifa Al Maktoum at <https://clarionproject.org/dubai-princess-claims-torture-by-pm-father/> and also <https://www.youtube.com/watch?v=oG6P2NymBlg&feature=youtu.be>
12. <https://www.youtube.com/watch?v=6CPCZAU47YQ>
13. Saudi princesses 'held captive' for over a decade at <https://www.youtube.com/watch?v=i0R6TLNRpiY>
14. <https://www.youtube.com/watch?v=4o-RL7yqV6Y> with Dr. Qanta Ahmed on Rep. Omar as a disgrace
15. <https://www.youtube.com/watch?v=zO7ja58wjhE#action=share> with Anni Cyrus on Iranian misogyny
16. <https://tammybruce.com/2019/07/ayaan-hirsi-ali-on-ilhan-omar-and-the-roots-of-somali-anti-semitism.html>
17. "Erasing Christian..." (April 12, 2016) at <http://www.gatestoneinstitute.org/7832/palestinians-christian-history>

11. Media—

(a) Media Culture, (b) Media Economics, (c) Technology, (d) Media Relations and (e) the Era of Donald vs. the Post-WWII Era (Nov. 24)

Test

Library

1. Dick Morris, *Power Plays: Win or Lose--How History's Great Political Leaders Play the Game* (New York: Harper Collins, 2002).
2. Henry Brady and Richard Johnston, eds., *Capturing Campaign Effects* (Ann Arbor: U of Michigan, 2006)
3. *Kevin Wright *et al*, *Health Communication in the 21st Century* (2007)
4. *Eric Zuesse, "Seymour Hersh Cracks 'RussiaGate' as CIA-Planted Lie — Revenge Against Trump, Off-Guardian (August 7, 2017) at <https://off-guardian.org/2017/08/07/seymour-hersh-cracks-russiagate-as-cia-planted-lie-revenge-against-trump/>

5. https://www.youtube.com/watch?v=gYzB96_EK7s
6. *George Neumayr, “Even lefty Seymour Hersh agrees that the Russian fable begin in the mind of Obama’s CIA director,” *The American Spectator* August 11, 2017 at <https://spectator.org/it-was-a-brennan-operation/>
7. Re MSM and Trump election: <https://shorensteincenter.org/news-coverage-2016-presidential-primaries/> Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Consequences July 11, 2016, 6:00 am By Thomas E. Patterson, Bradlee Professor of Government and the Press
8. Brent Bozell, Tim Graham, *Unmasked: Big Media's War Against Trump* (Humanix, 2019)
9. *Mark Levin, *Unfreedom of the Press* (Simon and Shuster, 2019)

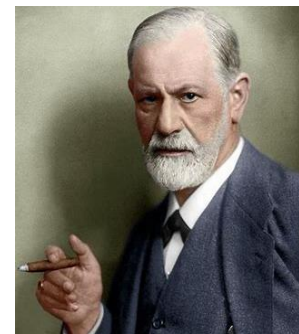
URL's

1. <https://www.gatestoneinstitute.org/14516/united-nations-free-speech>
2. <https://www.gatestoneinstitute.org/14518/sweden-is-at-war>
3. Pulitzer-Prize Winning Reporter: FBI Report Shows It Was Seth Rich – Not Russians – Who Gave
4. https://www.youtube.com/watch?v=p_F-cwgMjDs Ted Koppel on anti-Trump bias of media
5. <https://www.youtube.com/watch?v=S6m8WVvq6pU> Sharyl Attkisson on Obama-era surveillance
6. <https://www.youtube.com/watch?v=m4vZ6saiqT0> Samantha Power 'unmasked'
7. <https://amgreatness.com/2019/04/29/giuliani-wonders-why-media-ignore-ukraine-dnc-collusion/>
8. <https://tiny.iaavian.net/rzxz> Peter Schweizer: ‘Legions More Evidence’ Against ‘Clinton World’
9. “...They apologized. Yet, CBS News is still using misleading Italian hospital footage...,” 9 Apr2020 https://www.theblaze.com/news/cbs-news-italian-hospital-footage?utm_source=theblaze-dailyPM&utm_medium=email&utm_campaign=Daily-Newsletter_PM%202020-04-09&utm_term=TheBlaze%20Daily%20PM%20-%20last%20270%20days
10. Victor Davis Hanson, “The Doctrine of Media Untruth,” *American Greatness* 24-May-20 at amgreatness.com/2020/05/24/the-doctrine-of-media-untruth/
11. Aaren Colen, “NYT editor resigns after outrage...,” *The Blaze* 8-Jun-20 at 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
12. Derooy Murdock, “NYT's family ties to slavery, Confederacy, Jim Crowe...,” 24 July, 2020 at <https://www.foxnews.com/opinion/new-york-times-family-history-hypocrisy-deroy-murdock>
13. Joe Saunders, “Veteran Columnist Stands Tall After Attacks for Calling Out George Soros...,” 29-Jul-20 at www.westernjournal.com/veteran-columnist-stands-tall-attacks-calling-george-soros-role-lawlessness/
14. Webinar on Fighting the Spread of Foreign Disinformation at www.macdonaldlaurier.ca

12. Players—Persuaders, Practitioners, and Mixed Motives (Dec. 1)

Library

1. Steven Neiheisel, *Corporate Strategy and the Politics of Goodwill*; Lawrence R. Jacobs and Robert Y. Shapiro, *Politicians Don't Pander: Political Manipulation and the Loss of Democratic Responsiveness* (2000)
2. *Kenneth R. Timmerman, *Shakedown: Exposing the Real Jesse Jackson* (Regnery, 2002).
3. Tom Watson & Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012).
4. Carole Howard and Wilma Mathews, *On Deadline: Managing Media Relations* (1999).
5. *Warren Kinsella, *Fighting the Right: a Manual for Surviving the Coming Conservative Apocalypse* (Random House Canada, 2012).
6. Ann Coulter, *Never Trust a Liberal over 3—Especially a Republican* (Regnery, 2013)
7. *"Edward Bernays, 'Father of Public Relations' And Leader in Opinion Making, Dies at 103," *N.Y. Times* (March 10, 1995) at <http://www.nytimes.com/books/98/08/16/specials/bernays-obit.html> and/or Larry Ture, *The Father of Spin: Edward L. Bernays and the Birth of Public Relations* (New York: Holt, 1998) and/or Edward L. Bernays, *Biography of an Idea: The Founding Principles of Public Relations* (New York: Open Road, nd) and/or his *Public Relations* (University of Oklahoma Press, 1962) and/or his *Crystallizing Public Opinion* (New York: Open Road, nd) and/or his *Propaganda* (Brooklyn: 1928).
8. Ronald N. Levy, "Turn around' PR: Techniques of geniuses," *Public Relations Quarterly* (Spring, 1999) or Randal Marlin, "Public Relations Ethics: Ivy Lee, Hill and Knowlton, and the Gulf War," *Intl J of Moral and Social Studies* (autumn 93), 237-256.
9. *Michael Ledeen, *Machiavelli on Modern Leadership* (New York, 1999) or Ben-Ami Scharfstein, *Amoral Politics: the Persistent Truth of Machiavellianism*
10. Ronn Torossian, *For Immediate Release: Shape Minds, Build Brands, and Deliver Results with Game-Changing Public Relations* (Dallas: Ben Bella Books, 2011)
11. Benoit, William L., *Accounts, Excuses, and Apologies: A Theory of Image Restoration Strategies* (Albany: State University of New York, 1995).
12. Eric Dezenhall and John Weber, *Damage Control: Why Everything You Know About Crisis Management Is Wrong* (2008)
13. Dave Kerpen, *Likeable Social Media* (New York: McGraw-Hill Education, 2012)



URL's

1. <https://theintercept.com/2019/05/03/biden-son-china-business/> Chesser, 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/>.

2. Chesser, 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/>.
3. <https://video.foxnews.com/v/6068062149001/#sp=show-clips> Niall Ferguson: President Trump woke the nation to the threat posed by China
4. Judith Bergman, "Germany: A Shocking Degree of Self-Censorship," Gatestone Institute 4 July, 2019 at [Germany: A Shocking Degree of Self-Censorship :: Gatestone Institute](#) or <https://www.gatestoneinstitute.org/14362/germany-self-censorship>
5. Mollie Hemingway and Carrie Severino, *Justice on Trial* (Regnery, 2019); see also https://thefederalist.com/2019/07/11/amazon-blocking-reviews-1-best-selling-justice-trial/?utm_source=The+Federalist+List&utm_campaign=98097ce2df-RSS+The+Federalist+Daily+Updates+w+Transom&utm_medium=email&utm_term=0_cfc868ceb-98097ce2df-84093811
6. https://thefederalist.com/2019/07/11/lawmakers-weigh-revoking-section-230-regulate-big-tech-companies/?utm_source=The+Federalist+List&utm_campaign=98097ce2df-RSS+The+Federalist+Daily+Updates+w+Transom&utm_medium=email&utm_term=0_cfc868ceb-98097ce2df-84093811
7. <https://www.youtube.com/watch?v=aucDmK5E4bU> How BBC Bias Works
8. <https://pjmedia.com/trending/california-scrubs-arrest-reports-from-kamala-harris-years/>
9. "Killing Free Speech in France, Germany and on the Internet" August 9, 2019 at <https://www.gatestoneinstitute.org/14678/free-speech-france-germany-internet>
10. Steven Emerson, "New Report Confirms Al Jazeera's Role as Qatari Agent," 14 July, 2020 at <https://www.investigativeproject.org/8474/new-report-confirms-al-jazeera-role-as-qatari>
11. Robert Spencer, "Amazon unironically censors second part of 'Killing Free Speech' documentary on censorship," Jul 20, 2020 at <https://www.jihadwatch.org/2020/07/amazon-unironically-censors-second-part-of-killing-free-speech-documentary-on-censorship?>
12. Bolt on "The Guardian faces push to shutdown from growing online petition" 17 June, 2020 at <https://www.skynews.com.au/details/6164867618001>
13. Robert Spencer, "Sharia YouTube bans David Wood video on Muslim persecution of Christians as 'hate speech'" May 28, 2020 at <https://www.jihadwatch.org/2020/05/sharia-youtube-bans-david-wood-video-on-muslim-persecution-of-christians-as-hate-speech?>



13. Disruptive Actors and Lawfare (Dec. 8)

Library

1. Callison, Coy (2001), "Do PR Practitioners Have a PR Problem?: The Effect of Associating a Source With Public Relations and Client-Negative News on Audience Perception of Credibility," *Journal of Public Relations Research*, v. 13, no. 4, 219-234.

2. Joe Marconi, Crisis Marketing, *When Bad Things Happen to Good Companies* (Probus Publishing, Chicago, 1992)
3. *Gabriel Weimann and Conrad Winn, *The Theater of Terror*, chap. 3
4. *Gabriel Weimann and Conrad Winn, *Hate on Trial: the Zundel Affairs, the Media, and Public Opinion in Canada*
5. Rachel Ehrenfeld, *Funding Evil: How Terrorism Is Financed — and How to Stop It* (Bonus Books, 2005)
6. Jimmy Gurule, *Unfunding Terror: The Legal Response to the Financing of Global Terrorism* (Northampton, Mass.: Edward Elgar Publishing Limited, 2008)
7. James B. Kelly and Christopher P. Manfredi, eds., *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*
8. Ezra Levant, *Shakedown: How Our Government Is Undermining Democracy in the Name of Human Rights* (Toronto: McClelland and Stewart, 2009).
9. *David Horowitz and Richard Poe, *The Shadow Party: How George Soros, Hillary Clinton, and Sixties Radicals Seized Control of the Democratic Party* (Nelson, 2006). See also frontpage.com and related sites for updates on Soros' ongoing role.
10. Laurent Murawiec, *Princes of Darkness: the Saudi Assault on the West* (Rowman and Littlefield, 2005)
11. Larry Savage and Charles W Smith, *Unions in Court: Organized Labour and the Charter of Rights and Freedoms* (UBC Press, 2017)

URL's

1. thelawfareproject.org and lawfareblog.com
2. Nitsana Darshan-Leitner, "North Korea Must Be Restored to the List," *The Daily Caller* (20170707) at <http://dailycaller.com/2017/07/07/north-korea-must-be-restored-to-the-list/>
3. Baik Sungwon, Former US Envoy for N. Korea Calls for Selective Travel Ban, at <https://www.voanews.com/a/former-us-special-envoy-for-north-korea-calls-for-selective-travel-ban/3933697.html>
4. <http://www.thetower.org/5108-legal-expert-slams-hypocrisy-of-uns-unprecedented-israel-blacklist/>
5. Duncan Currie, "The Libel Tourist Strikes Again" *Weekly Standard* (Aug 20, 2007) <http://www.weeklystandard.com/Content/Public/Articles/000/000/013/987ankei.asp?pg=1>
6. BBC/Memri/Clarion video on ISIS fighter interview at <https://clarionproject.org/you-wont-believe-what-this-isis-fighter-says-about-israel/>
7. <https://www.investigativeproject.org/7918/report-al-qaida-linked-charities-funded-canadian>
8. <https://drrichswier.com/2019/05/20/leaked-documents-make-clear-qatars-financing-of-muslim-brotherhood-organizations-in-canada/>
9. <https://www.gatestoneinstitute.org/14551/germany-middle-eastern-spies>
10. <https://www.newsweek.com/trumps-social-media-summit-shows-regulation-coming-silicon-valley-its-about-time-opinion-1449591>

11. <https://www.gatestoneinstitute.org/14550/argentina-counterterrorism-hezbollah>
12. <https://www.gatestoneinstitute.org/14517/iran-new-terrorist-network>
13. 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&goal=0_086cfd423c-7113ff0a68-34087493 It's time to send a message to Qatar
14. <https://clarionproject.org/al-jazeera-throws-party-terrorist-samir-kuntar/> 20130823
15. Denis MacEoin, "The United Nations Human Rights Council Praises Iran," *Gatestone* 29-Apr-20 at <https://www.gatestoneinstitute.org/15920/iran-un-human-rights-council>
16. Soeren Kern, "Coronavirus: WHO Director Has a Long History of Cover-Ups," *Gatestone* April 18, 2020 at <https://www.gatestoneinstitute.org/15901/world-health-organization-cover-ups>
17. Barnini Chakraborty, Alex Diaz, "EXCLUSIVE: Chinese virologist accuses Beijing of coronavirus cover-up, flees Hong Kong: 'I know how they treat whistleblowers' 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." 10 July, 2020 on Fox News at <https://www.foxnews.com/world/chinese-virologist-coronavirus-cover-up-flee-hong-kong-whistleblower>



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

Pandemic-Related Counsel to Members of the Carleton Community from the Provost

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid

congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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 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. <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.

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.

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 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, 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.

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

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, 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.