Winter 2022

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

PSCI 5210W
POLITICS and POPULAR CULTURE



Seminar: Wednesdays 2:35 – 5:25 p.m.
Online

Instructor: Prof. Radha Jhappan
Office Hours: Mondays 3:30-5:30 p.m.
Email: Radha.Jhappan@carleton.ca
Office: Somewhere in Cyberspace

Course Description

Arguably, the 2016 U.S. Presidential election breached the membrane between politics and pop culture in an unprecedented manner in North America, the spectacle of 'surreality' TV collapsing previously held truisms about the proper conduct of official state politics. But is it utterly novel, an unpredictable rupture from the past, or is it the logical culmination of the increasing socio-political saturation of pop culture in recent decades? **Rewrite** As new media both rapidly democratize communications and globalize cultures, while participation in formal state-focused politics declines in many industrialized societies, political scientists can no longer ignore the complex interactions between politics and popular culture. What are the effects of ubiquitous pop culture on political socialization, political discourses, propaganda, social relations, identity formation, attitudes towards power and governance, and political participation? This interdisciplinary, political sociology course applies theoretical approaches (including structuralism, mass culture theory, semiotics, the Frankfurt School, Marxism and political economy, psychoanalysis, feminism, postmodernism, and post-structuralism) to such core themes as political power, consent/dissent, gender, race, class, sexuality, childhood, globalization, and (post-) colonialism in news media, advertising, film, animation, gaming, pornography, and new digital media. Students will have opportunities to offer term work in creative formats if they choose.



Evaluation at a Glance

The final course grade will be based on the following components:

Presentation	**20%**	(8 pages)
The Cell Phone Experiment	**20%**	(8 pages) – March 16
Integrative Reflection	**40%**	(15-20 pages) – March 30
Participation	**20%**	(based on readings)

Course Format

Seminars via Zoom

The link for our weekly seminar is in a Brightspace module. Please note that ***you must be signed in to Brightspace* to connect to seminars** as the link is encrypted for security.

For privacy and security reasons, ***seminars will NOT be recorded***.

You will not be allowed to record locally from Zoom, nor do you have permission to record lectures or break-out room discussion groups, or to take photographs, screenshots, video or audio recordings by means of any device. Even if you do not have privacy and security concerns, others do, especially some who may be joining from other jurisdictions. Please respect the privacy and security rights of others.

Intellectual Property

All materials created for this course by the professor or students (including Powerpoints, presentations, posted notes, assignments, and exams) are copyright protected and remain the intellectual property of the author(s). They are intended for personal use only and may not be reproduced or redistributed without prior written consent of the author(s).

Students registered in the course may take notes and make copies of course materials *for their own private educational use only*. Students are not permitted to reproduce or distribute course materials *publicly* for *any* purpose without express written consent from the Professor.
Recording of sound or images in lectures and discussion groups is a serious violation of privacy and is STRICTLY PROHIBITED. Please respect the intellectual property rights of others.

BRIGHTSPACE

Course components such as the syllabus, Zoom meeting link, course schedule, assignment upload link, grade book, email, announcements, and some readings are to be managed through Brightspace.

All registered students should have an **email account** through Brightspace, which will be used by the Instructor to post information related to the course. Students are responsible for checking their Brightspace email accounts regularly for such information. All email communication must be via official Carleton university e-mail account. As per university security regulations, I will not respond to emails from personal or non-Carleton accounts.

Please do not send substantive questions relating to course material via email. If you have questions that require more than a brief response, please make use of my online office hours.

There is also a **Student Lounge/ Discussion Forum** on Brightspace where you can connect with other students to socialize, start discussion threads etc.

Note that you may have no expectation of **privacy** on Brightspace (including Zoom) as it tracks all your logins and actions, which the Instructor can see. Its Eye is upon you. Act accordingly.

Course Expectations

Students are expected to attend all seminars (and join on time), read the required readings, and complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity (see pp. 16-17) will be strictly enforced.

Although there is no formal participation grade, students who are chronically absent from seminars should not expect to pass the course.

Conduct of the Class

This course addresses sensitive and controversial moral and political issues through a variety of approaches. These matters have been vigorously debated for many years and are bound to give rise to disagreement. Carleton's Student Rights and Responsibilities Policy states that: "The University requires tolerance, civil conduct, and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness. Membership in the University community entails certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to refrain from discrimination or harassment. All members of the University community share responsibility for ensuring that the University's educational, work and living environments respect these commitments"**.**

Incivility, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct will not be tolerated.

Submission of term work

Papers must be submitted through Brightspace via the **Submit Assignments** module.

Subject to earlier course deadlines, no term assignment submitted after the last day of classes (April 12, 2022) will be accepted.

Late Paper Policy

We have all been through a tough couple of years, some more than others. Many of us continue to face all kinds of novel challenges, and are stressed. In view of this, if you are struggling to make an assignment deadline, **you may grant *yourself* an extension of up to *7 days without penalty, if you really need it*.** You do not need to ask the Instructor. Bear in mind, however, that it may have unwanted effects such as backing up your other assignments in this or other courses.

After that 7-day grace period – i.e. papers submitted after 11:59 p.m. 7 days after the due date - will be considered late. **The late penalty is 3% per day (**e.g. B- to C+), with weekends counting as two days.

Please do not ask for an extension beyond the 7-day grace period unless you have a pressing *medical* reason, for which documentation will be required Please bear in mind that your actions and choices affect others - when you do not meet your deadlines, you are passing your problem onto others, who have their own pressures and deadlines to meet beyond one particular course.

N.B. Instructors cannot grant a deferral past the last day of classes under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.

Presentation – 20%

Each student will lead one seminar, to be chosen during the first seminar (Jan. 8), and confirmed no later than the second seminar (Jan. 15), probably with at least one other person, depending on the number of students and interest in given topics. *Do not panic* at the length of the reading lists. You are not required to read everything. In most seminar sections, you will find items grouped by themes. This is so that the two presenters can each focus on a particular strand or strands of issues under that topic. M.A. students are to read ***at least* 5 articles/texts/artifacts,** PhD students at least **6,** amounting to at least 70 pages, one of which must be a theoretical piece. Provide a synopsis of the **major themes** that link the articles/chapters together and distinguish them from one another, paying attention to their methodologies. What are their most interesting and important contributions and why? What are their strengths and weaknesses? How have they enriched (or not) your understanding of the topic in question? Do not simply offer a summary of each piece. Tie them together and make your own observations and commentaries on them.

Presentations MUST NOT EXCEED 20 minutes. A 6-8-page paper (depending on format – see below) is due on the presentation date.

You may offer your presentation in a creative format – to be discussed with the Instructor beforehand. Depending on the format chosen, we will discuss an appropriate deliverable item.

The Cell Phone Experiment – 20% - March 16

Peruse the following:

https://www.statista.com/statistics/283138/millennials-daily-mobile-usage/

Sehar Shoukat, "Cell phone addiction and psychological and physiological health in adolescents", *Experimental and Clinical Sciences*, (2019), 18: 47-50: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6449671/

Larry Dossey MD, "FOMO, Digital Dementia, and Our Dangerous Experiment", Explore (2014), 10 (2): 69-73 https://www-sciencedirect-com.proxy.library.carleton.ca/science/article/pii/S1550830713003479

Syed F.A. Hossain et. al., "Effects of variety-seeking intention by mobile phone usage on university students' academic performance", *Cogent Education*, (2019), 6 (1) https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1574692

Daniel Darghan Felisoni et. al., "Cell phone usage and academic performance: An experiment", Computers and Education, (2018), 117: 175-187 https://www.researchgate.net/publication/320644974_Cell_phone_usage_and_academic_performance_An_experiment

Jenn Savedge, "Students get better grades when phones are banned: those struggling academically saw 14% increase in test scores", July 20, 2018: https://www.mnn.com/family/family-activities/blogs/students-get-better-grades-when-phones-are-banned

K. Demirci et. al., "Relationship of smartphone use severity with sleep quality, depression, and anxiety in university students", *J Behav. Addiction*, (2015), 4 (2): 85-92 https://www.ncbi.nlm.nih.gov/pubmed/?term=Relationship+of+smartphone+use+severity+with+sleep+quality%2C+depression%2C+and+anxiety+in+university+students

"Depression, anxiety, and smartphone addiction in university students- A cross sectional study", *PloS One*, (2017), 12 (8): e0182239. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5544206/

Thomée S, Härenstam A, Hagberg M., "Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults – a prospective cohort study". *BMC Public Health.*2011 Jan 31, 11:66: https://www.ncbi.nlm.nih.gov/pubmed/21281471

L.L. Morgan et. al., "Mobile phone radiation causes brain tumors and should be classified as a probable human carcinogen (review)", *International Journal of Oncology*, May 2015, 46 (5): 1865-71. https://www.ncbi.nlm.nih.gov/pubmed/25738972

Larry D. Rosen, "Always On, All the Time: Are We Suffering From FoMO?: Social media, multitasking, and e-communication can lead to Fear of Missing Out", *Psychology Today*, May 2, 2013: https://www.psychologytoday.com/ca/blog/rewired-the-psychology-technology/201305/always-all-the-time-are-we-suffering-fomo

S. Balta *et. al.*, "Neuroticism, Trait Fear of Missing Out, and Phubbing: The Mediating Role of State Fear of Missing Out and Problematic Instagram Use", *International Journal of Mental Health and Addiction*, July 12, 2018: https://link.springer.com/article/10.1007/s11469-0189959-8

Sabita Mahapatra, "Smartphone addiction and associated consequences: role of loneliness and self-regulation", *Behaviour & Information Technology*, (2019), 38 (8)
https://www.tandfonline.com/doi/abs/10.1080/0144929X.2018.1560499?journalCode=tbit20

Jaron Lanier, "10 reasons to get off social media": https://www.youtube.com/watch?v=BCTlcj5vImk (see at least 1:00-42:00)

https://www.theguardian.com/books/2018/may/30/ten-arguments-deleting-your-social-media-accounts-right-now-jaron-lanier

"Apple Investors call for action over iPhone addiction' among children", *The Guardian*, *2018-01-08:*
https://www.theguardian.com/technology/2018/jan/08/apple-investors-iphone-addiction-children

Self-regulation theory https://en.wikipedia.org/wiki/Self-regulation_theory

Todd Haselton, "Facebook just admitted that using Facebook can be bad for you" (2017): https://www.cnbc.com/2017/12/15/facebook-just-admitted-that-using-facebook-can-be-bad-for-you.html

Trudi Griffin, "How to Beat an Addiction to Cell Phones": https://www.wikihow.com/Beat-an-Addiction-to-Cell-Phones

Centre for Humane Technology, https://humanetech.com

Criticism when you've had a bad childhood: https://www.youtube.com/watch?v=BTzW1ol5vkc

Human Behavioural Study | Baroness von Sketch Show
https://www.youtube.com/watch?v=qfZmg2rMfp4

The Experiment

Each student will be tracking one Subject's cell phone usage over the term.

Week 1

Recruit a willing and honest Subject.
The Subject will be asked to record average daily phone usage and to reduce it by 10% over the week. Luckily, there's an app for that! E.g. 'Quality Time', 'Moment', 'App Usage Tracker', on Mac Screen Time, or 'Social Fever' which reports, in real-time, the total time spent on your phone and each social media platform, and allows the user to set a specific usage goal and see how well they stick to it.

Week 2
The Subject will be asked to:

- reduce phone usage by a further 10%
- turn off notifications
- change screen from colour to grayscale
- install blue-blocking app such as F.lux (most phones already have one built-in)
- refrain from using electronic devices at least 1 hour before bed
- reduce social media usage by 20% or refrain from using Twitter, FB, Instagram, Tiktok, Snapchat etc. altogether
- remove distracting apps from home screen, or delete altogether
- delete certain apps such as Facebook or Twitter entirely and restrict usage to smartphone's web browser
- use digital wellbeing tools (available on some phones) to limit access to Facebook, Instagram, Twitter, and other applications, allowing the user to set timers on the application that will limit the daily interactions with the social media site. App timers can set timers to disable apps after certain amount of time
- Turn off digital assistant – and other listening functions

- keep apps that encourage positive activities such as exercising, learning a language etc.

Week 3- 8

The Subject will be asked to reduce phone usage by a further 10% each week till they reach 20% of their former rate – i.e. they have reduced usage by 80%. For example, if it was 5 hours a day at Week 1, it should be down to 1 hour a day or less by Week 7, continuing at that rate (or less) till Week 12.

For even better results, it would be good to reduce to a maximum of 15-20 minutes per day, preferably concentrated in one or two periods (i.e. not multiple times per day).

The Subject will be asked to reduce social media usage down to about 20% of initial rate, or less.

If the Subject is willing, refraining from using phone for non-essential purposes altogether for at least a week is desirable.

Record the Subject's reactions to the initial use reduction, as well as to subsequent cuts over the weeks, particularly regarding their perceptions of the following:

- FOMO
- time (in general, and e.g. to accomplish tasks)
- how liberated time is spent
- concentration
- academic performance
- addictive behaviours
- self-regulation
- stress
- anxiety/ depression
- emotions
- sleep
- physical activity
- consumption practices
- impacts on relationships
- sense of social connection

- overall sense of health and well-being

Write up your results and reflections on them in 7-8 page paper. We will discuss them collectively at the last class on April 6.

Option B – Satire

* Horace Miner, "Body Ritual among the Nacirema", *American Anthropologist*, New Series, Vol. 58, No. 3. (June, 1956): 503-507: https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf

Update Horace Miner's "Body Ritual Among the Nacirema" in light of cultural practices of 2022 in 8-10 pages. Use the same sort of detached, 'objective' anthropologist's voice and language. Describe contemporary examples of the body and grooming rituals, family and sexual relationships, reproduction, birth and death rites, and health care customs he examines. Include their rationales. Then add *at least three* examples of modern economic, political, and social practices (e.g. work, occupations, trade, consumption, technologies, education, race and gender relations, elder care, treatment of people with disabilities, political practices, communications, legal, transportation, leisure pastimes, sports, and religious practices). You may include photographic evidence of artifacts as appendices to the text.

Integrative Reflection – 40% - (15-20 pages or equivalent in creative medium) – March 30

This purpose of this assignment is to develop a cumulative and integrative understanding of politics and pop culture by drawing connections between the various topics we are covering. Obviously, our understanding is always 'in progress', evolving with our expanding knowledge (among other things), and within constraints, including those of time and space.

Choose four seminars that are of particular interest to you. Read at least 4 substantive texts from each of the four seminar reading lists (e.g. journal articles or book chapters or documentaries), and a few shorter pieces, texts, film clips or artifacts etc. as you like, for flavour. At least one item should be a theoretical article or chapter (e.g. in the Storey text and/or elsewhere – see Storey's Reader, or Strinati, or a theory-focussed article in the week's readings listed below). Your choice of three seminars should *not* include your presentation seminar, though you may refer to readings from that week *in addition* to the three main topics as appropriate or desired. As we read week by week, it is a good idea to take notes to track shifts in your attitudes and directions of thought through the term.

Your reflection should explain your selection of topics. What is of interest about them? What do they offer individually and collectively? How do their different perspectives contribute to your evolving understanding of politics and pop culture? How are the four topics linked? How do they complement each other? How do they contradict each other? What thematic continuities do you see in the readings? Which of the theoretical approaches applied to the topics yield the richest and most fruitful insights into pop culture and politics? What linkages, if any, do you see between the topics and the major political, social, economic,

and existential problems we are facing at local, national, and global levels? Taken together, how do the materials from the four topics enrich your view of politics in general?

Your reflection should include:

A. ***intellectual responses*** – for example, evaluations of the factual information offered in the materials, as well as methodologies, theoretical approaches, arguments, logic, organization, contrasting approaches and ideas, and purposes. What is the crux of the issue being discussed, and what is the author trying to say? Is the approach persuasive? How does the material expand our body of knowledge of the issues involved?

2. ***personal responses*** – beyond its intellectual properties and impact, how does the material expand your personal understanding of and relationship to politics and popular culture? After engaging these materials, to what extent and in what ways do you think your understanding of politics been shaped by your lifelong engagement with pop culture?

All deliverables should be uploaded to Brightspace, and emailed to me, just in case.

Conduct of the Seminar and Participation Grade – 20%

All students are expected to prepare carefully for each seminar by **reading a chosen core of required readings listed under each week's topic, usually the first three so that we have a common set of conversational topics**. Do read the asterixed items in each week's list. You should read a theory chapter (from Storey or Strinati) plus a few of the shorter pieces amounting to *at least 60 pages* (i.e. in addition to the theory chapter). In addition, it is also a good idea to watch some of the videos listed on YouTube – most are short. Write a list of three questions and three comments on issues of interest emerging from those readings for discussion in the seminar, so that you have an agenda for each class. It is up to you to make sure you raise your questions and comments.

You will be tempted to base your comments and questions only on your own experience and opinions of popular cultural products. **Resist.** The purpose is to engage the various types of texts assigned.

The general participation grade will be distributed over a variety of kinds of participation in the seminars over the whole length of the course, **principally based on the required readings**, including: questions and comments to presenters; faithfulness and steadiness in building up central ideas and themes from week to week as our base of knowledge and shared vocabulary grow (which of course requires steady attendance); contribution of information and analysis to the seminars on the basis of good preparation; and, of course, civility and collegiality in providing good questions and bridges into the discussion for others, as well as both collaborating with and arguing against other viewpoints in the development of themes.

Please note that **the participation grade is not for attendance,** although obviously ***regular attendance is a prerequisite of a good participation mark.***

Use of electronic devices during seminars



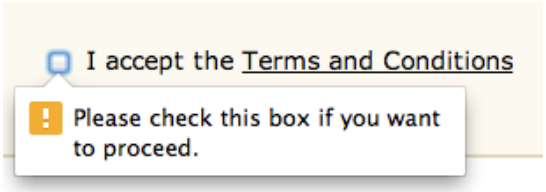
The use of cell phones, tablets, and other digital technologies during seminars is





Please engage **Flight/ Airplane Mode, SWITCH OFF and put away** electronic devices such as cell phones, ipods, tablets etc. before the start of seminars.

***Presence* is a course requirement!**



Required Text *(available at the Carleton bookstore)*

John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 9th edition (Routledge: New York, 2021). Available in hard copy at Carleton Bookstore, or digital rental for 180 days = $35.73.

Seminar Topics and Readings

Seminar 1 (Jan. 12): Introduction

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

(Charles Dickens, A TALE OF TWO CITIES: I)

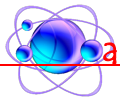
- general introduction to the course
- presentation schedule

* Bulletin of the Atomic Scientists, "A New Abnormal: It is *Still* 2 Minutes to Midnight": https://thebulletin.org/doomsday-clock/?gclid=EAIaIQobChMIuZug6ak5gIVip-zCh3AaAXbEAAYASAAEgLWQvD_BwE

* Ken Robinson, "RSA Animate – School Kills Creativity/ Changing Education Paradigms"
https://www.youtube.com/watch?v=zDZFcDGpL4U
https://www.youtube.com/watch?v=0c9D-Im68mw

* Horace Miner, "Body Ritual among the Nacirema", *American Anthropologist*, New Series, Vol. 58, No. 3. (June, 1956): 503-507: http://personal-pages.lvc.edu/sayers/miner_nacirema.pdf

Seminar 2 (Jan. 19): Theories and Definitions



"Some battles are won with swords and spears, others with quills and ravens…" (George R.R. Martin)

* John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 1

Gail Dines and Jean M. Humez, eds. GENDER, RACE, AND CLASS IN MEDIA: A CRITICAL READER, 4th edition, (Sage: London, 2015):

- * ch. 1: Douglas Kellner, "Cultural Studies, Multiculturalism, and Media Culture": 7-19

* Stuart Hall, "Encoding, Decoding", CULTURE, MEDIA, LANGUAGE: WORKING PAPERS IN CULTURAL STUDIES, 1972-79 (London: Hutchinson, 1980): 128-138

* Holt Parker, "Toward a Definition of Popular Culture", in *History and Theory* 50 (May 2011): 147-170
http://uc.academia.edu/HoltParker/Papers/725835/Toward_a_Definition_of_Popular_Culture

* Roland Barthes, "The Death of the Author" (simplified):
https://www.youtube.com/watch?v=YkQsRVrWM6c

Neil Postman, AMUSING OURSELVES TO DEATH: PUBLIC DISCOURSE IN THE AGE OF SHOW BUSINESS, (Penguin, 2005): Intro, foreword, chs. 1, 6, 7

Joseph S. Nye, SOFT POWER: THE MEANS TO SUCCESS IN WORLD POLITICS, (Public Affairs: New York, 2004): Preface and ch.1
https://books.google.ca/books?hl=en&lr=&id=F6O1WLQmOREC&oi=fnd&pg=PR1&dq=politics+and+movies&ots=9lnHKWJEX8&sig=rDT61yMf8iQ7mDcFP3Hy87Bte6E#v=onepage&q=politics%20and%20movies&f=false

For those who crave more theory and/or wish to read at greater depth, the following are on reserve:

John Storey, ed., CULTURAL THEORY AND POPULAR CULTURE: A READER, 4th edition (Pearson: Edinburgh, 2009): parts 1, 2 (pieces by Arnold, Leavis, Hoggart, Williams, Thompson, Hall & Whannel)

Dominic Strinati, AN INTRODUCTION TO THEORIES OF POPULAR CULTURE, 2nd edition, (Routledge: New York, 2004), xi-xvii, ch. 1, "Mass Culture", ch. 2, "Frankfurt School"

Seminar 3 (Jan. 26): 

The Age of Disinformation: 'truth', 'post-truth', consent, and dissent:

"If they can get you asking the wrong questions, they don't have to worry about the answers."
(Thomas Pynchon, GRAVITY'S RAINBOW)

'And if all others accepted the lie which the Party imposed—if all records told the same tale—then the lie passed into history and became truth.' (George Orwell, 1984)

*John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 2 (The Culture and Civilization Tradition), ch. 3 (Culturalism)

*Edward S. Herman and Noam Chomsky, MANUFACTURING CONSENT: THE POLITICAL ECONOMY OF THE MASS MEDIA, (New York: Pantheon Books, 2002), Intro, ch. 1
Downloadable at https://archive.org/details/pdfy-NekqfnoWIEuYgdZl

*"Disinformation and Democracy (Part II) | People and Power", (Al Jazeera, 2018):
https://www.youtube.com/watch?v=cuaRz7Bom1A&list=PLzGHKb8i9vTwQ4uKHdPDjqhnAap_h1mdh&index=2

*Dines and Humez:

- *ch. 3, David P. Croteau & W.D. Hoynes, "The Economics of the Media Industry": 28-38
- *ch. 4, James Lull, "Hegemony": 39-42
- *ch. 11, Stuart Hall, "The Whites of their Eyes": 104-107

* H. Akin Unver, "Digital Challenges to Democracy: Politics of Automation, Attention, and Engagement", *Journal of International Affairs*, 71, (1): 127-146

Siva Vaidhyanathan, ANTISOCIAL MEDIA: HOW FACEBOOK DISCONNECTS US AND UNDERMINES DEMOCRACY (2018) eBook: ch. 7 "The Disinformation Machine"

"Operation InfeKtion: How Russia Perfected the Art of War | NYT Opinion" (47 mins.):
https://www.youtube.com/watch?v=tR_6dibpDfo

Clare Llewellyn et. al., "For Whom the Bell Trolls: Troll Behaviour in the Twitter Brexit Debate", *Journal of Common Market Studies,* (2019), 57 (5): 1148-1164



Diyana Dobreva et.al., "Prophets and Loss: How "Soft Facts" on Social Media Influenced the Brexit Campaign and Social Reactions to the Murder of Jo Cox, MP", *Policy & Internet*, 05/2019

Michael Settle, "Facebook releases documents revealing scale of pro-Brexit social media ads", *The Herald*, July 26, 2018: https://www.heraldscotland.com/news/16380911.facebook-releases-documents-revealing-scale-of-pro-brexit-social-media-ads/

David McCabe and Davey Alba, "Facebook Says it will ban 'Deepfakes'", *The New York Times*, Jan. 7, 2020 https://www.nytimes.com/2020/01/07/technology/facebook-says-it-will-ban-deepfakes.html

Mihai-Lucian Barsan, "Military Trolls, Public Distractions and the Cyber", *Studia Ubb. Europaea*, (2017), LXII 2: 17-29

Samuel C. Woolley and Philip N. Howard, COMPUTATIONAL PROPAGANDA: POLITICAL PARTIES, POLITICIANS, AND POLITICAL MANIPULATION ON SOCIAL MEDIA, (Oxford UP, 2018). Ch. 3 Canada *(ebook in library)*

Alessandro Bessi, Emilio Ferrara, "Social Bots Distort the 2016 U.S. Presidential Election online Discussion", *First Monday*, 11/2016, Volume 21, Issue 11

Christopher A Bail *et. al.*, "Exposure to opposing views on social media can increase political polarization", *Proceedings of the National Academy of Sciences of the United States of America*, (2018), 115 (37): 9216-9221

Changjun Lee *et. al.*, "Does social media use really make people politically polarized? Direct and indirect effects of social media use on political polarization", *Telematics and Informatics*, (2018), 35 (1): 245-254

Levi Boxell et. al., "Greater Internet use is not associated with faster growth in political polarization among US demographic groups", *Proceedings of the National Academy of Sciences of the United States of America*, (2017) 114 (40): 10612-10617

Sounman Hong and Sun Hyoung Kim, "Political polarization on twitter: Implications for the use of social media in digital governments", *Government Information Quarterly, (2016), 33 (4):* 777-782

Anatoliy Gruzd and Jeffrey Roy, "Investigating Political Polarization on Twitter: A Canadian Perspective", *Policy & Internet, (*2014*)*, 6 *(*1): 28-45

"Can social media networks reduce political polarization on climate change?", *NewsRx Health & Science*, 23/09/2018

Post-truth

Jason Hannan, "Trolling Ourselves to Death?: Social Media and post-truth politics", *European Journal of Communication*, (2018), 33 (2): 214-226

John Kean, "Post-Truth Politics and Why the Antidote Isn't Simply 'Fact-Checking' and Truth." *The Conversation*, March 22, 2018: https://theconversation.com/post-truth-politics-and-why-the-antidote-isnt-simply-fact-checking-and-truth-87364.

William Davies, "The Age of Post-Truth Politics", *New York Times*, 24/08/16 http://www.nytimes.com/2016/08/24/opinion/campaign-stops/the-age-of-post-truth-politics.html?_r=0

Andrew Calcutt, "The Truth about Post-Truth Politics", *Newsweek* 21/11/16: http://www.newsweek.com/truth-post-truth-politics-donald-trump-liberals-tony-blair-523198

Jane Suiter, "Post-truth politics", *Political Insight*, 7 (3) 12/2016: 25-28 http://journals.sagepub.com/doi/full/10.1177/2041905816680417

Regina Marchi, "With Facebook, Blogs, and Fake News, Teens Reject Journalistic 'Objectivity'", *Journal of Communication Inquiry*, (2012), 36 (3)

Political Satire

Allaina Kilby, "Provoking the Citizen: Re-examining the role of TV satire in the Trump era", *Journalism Studies*, (2018), 19 (13): 1934-44

Leticia Bode and Amy Becker, "Go Fix It: Comedy as an Agent of Political Activation", *Social Science Quarterly*, (2018), 99 (5): 1572-1584

Simon Weaver, "Brexit tricksters and the reconstruction of taboo: Populism, irony and satire in post-referendum Britain", *Comedy Studies*, (2019), 10 (2): 154-166

Amy Becker and Leticia Bode, "Satire as a source for learning? The differential impact of news versus satire exposure on net neutrality knowledge gain", *Information, Communication & Society*, (2018), 21 (4): 612-625

Victoria Ahearn, "The Beaverton's Sharp Satire thrives in polarized political climate", *The News* (Abbotsford, B.C.), July 23, 2019

R. Bailey, "When journalism and satire merge: The implications for impartiality, engagement and 'post-truth' politics – A UK perspective on the serious side of US TV comedy", *European Journal of Communication*, (2018), 33 (2): 200-213

Nicholas Holm, "The Political (Un)Conscious of Contemporary American Satire", *J. of American Studies*, (2018), 52 (3): 642-651.

Oliver Morrison, "Waiting for the Conservative Jon Stewart: A Unified Theory of Why Political Satire is Biased Toward, and Talk Radio is Biased Against, Liberals in America", *The* Atlantic, Feb. 14, 2015: http://www.theatlantic.com/entertainment/archive/2015/02/why-theres-no-conservative-jon-stewart/385480/

Gail Dines and Jean M. Humez, eds. GENDER, RACE, AND CLASS IN MEDIA: A CRITICAL READER, 5th edition, (Sage: London, 2017):

- ch. 18, Jackson Katz, "From Rush Limbaugh to Donald Trump: Conservative Talk Radio and the Defiant Reassertion of White Male Authority": 146-152

Dead Prez, "Propaganda": http://www.youtube.com/watch?v=jMnLHmTXjgU

What is Sinclair Broadcast Group? :https://www.youtube.com/watch?v=QxtkvGlJnPk

Seminar 4  (Feb. 2):
(Anti-)social Media: Surveillance Capitalism

* Storey, ch. 4 (Marxisms), pp. 132-135

* Dines and Humez:

- ch. 5, Bellamy Foster & McChesney, "The Internet's Unholy Marriage to Capitalism": 43-50
- ch. 62, Christian Fuchs, "The Political Economy of Privacy on Facebook": 594-599

* Henry Giroux, "Selfie Culture in the Age of Corporate and State Surveillance", *Third text*, 2015, 29 (3): 155-164

* "Shoshana Zuboff on surveillance capitalism | VPRO Documentary": https://www.youtube.com/watch?v=hIXhnWUmMvw

*"The Social Dilemma" documentary, 2020 Netflix

Russell Brand: *Great Reset: The Davos Cover-Up Of Facebook's Global Agenda*
https://www.youtube.com/watch?v=17IZPgxcQm8

Donell Holloway, "Surveillance capitalism and children's data: the Internet of toys and things for children", *Media International Australia*, (2019), 17 (1): 27-36

***"Creating a digital totalitarian state; China's social-credit system", *The Economist*, (2016), 421 (9020)

The age of surveillance capitalism : the fight for a human future at the new frontier of power
Zuboff, Shoshana, 1951- author.
2019

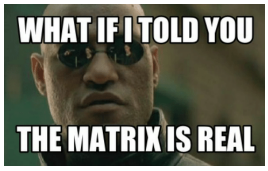
Shoshana Zuboff: Surveillance Capitalism and Our Democracy
https://www.youtube.com/watch?v=uJwf6oLvc2Q

Social Media and the Dialectic of Enlightenment
Creator
Juel, Henrik
Supplement to
TripleC, 2012-10-24, Vol.10 (2), p.765-770

The Internet of Things

"How It Works: Internet of Things" (IBM Think Academy):
https://www.youtube.com/watch?v=QSIPNhOiMoE

"What is the Internet of Things? And why should you care?" | Benson Hougland (pro-IoT argument):
https://www.youtube.com/watch?v=_AlcRoqS65E



Pieter Velghe, "Reading China": The internet of things, surveillance, and social management in the PRC", *China Perspectives*, (2019), 1: 85-89

Fan Liang, V. Das et. al., "Constructing a Data-Driven Society: China's Social Credit System as a State Surveillance Infrastructure", *Policy and Internet* (2018), 10 (4): 415-453

Saif Shahin and Pe Zheng, "Big Data and the Illusion of Choice: Comparing the Evolution of India's Aadhaar and China's Social Credit System", *Social Science Computer Review*, (2018): 1-17

"FCC Votes Wednesday To Force 5G Cell Transmitters in Front of Homes Despite Community Opposition and Health Dangers…", *Telecommunications Weekly*, 10/2018

Steven I. Friedland, "Drinking from the fire hose: how massive self-surveillance from the internet of things is changing the face of privacy", *West Virginia Law Review*, (2017), 119 (3): 891-913



Siva Vaidhyanathan, THE GOOGLIZATION OF EVERYTHING (AND WHY WE SHOULD WORRY), (Berkeley: University of California Press, 2011), Intro., chs. 3, 4

Chung Hyunji *et. al.*, "Alexa, Can I Trust You?" *Computer*, (2017), 50 (9): 100-104

Social Media and Selfie Culture

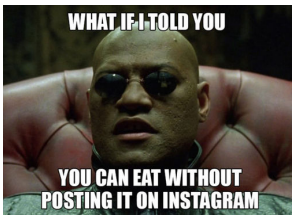
Siva Vaidhyanathan, ANTISOCIAL MEDIA: HOW FACEBOOK DISCONNECTS US AND UNDERMINES DEMOCRACY (2018) eBook: chs. 1 and 2

Sahana Udupa, "Gaali cultures: The politics of abusive exchange on social media", *New Media and Society*, (2017), 20 (4): 1506-1522

Brian L. Ott, "The age of Twitter: Donald J. Trump and the politics of debasement", *Critical Studies in Media Communication*, (2017), 34 (1): 59-68

"Apple Investors call for action over iPhone addiction' among children", *The Guardian, 08/01/ 2018-01-08:* https://www.theguardian.com/technology/2018/jan/08/apple-investors-iphone-addiction-children

"Generation lonely: Millennials loneliest age group", Brunel University London: ENP Newswire, 01/10/18: https://www.brunel.ac.uk/news-and-events/news/articles/Generation-lonely



Mehita Igani and J.E. Schroeder, "Selfie: digital self-portraits as commodity form and consumption practice", *Consumption Markets & Culture*, 19 (5) 09/2016: 405-415

Alice E. Marwick, STATUS UPDATE: CELEBRITY, PUBLICITY, AND BRANDING IN THE SOCIAL MEDIA AGE, (Yale U. P., 2013): Intro. , ch. 3 ("Microcelebrity"), ch. 4 ("Self-branding"), ch. 5 ("Lifestreaming: we live in public")

Andrew Henry Jakubowicz, "Alt-Right White Lite: Trolling, Hate Speech and Cyber Racism on Social Media", *Cosmopolitan Civil Societies: An Interdisciplinary Journal*, (2017), 9 (3): 41-60



Anat Ben-David and Ariadna Matamoros-Fernandez, "Hate Speech and Covert Discrimination on Social Media: Monitoring the Facebook Pages of Extreme-Right Political Parties in Spain", *International journal of communication (*Online), 02/2016: 1167-1193

Kara Swisher, "The Expensive Education of Mark Zuckerberg and Silicon Valley", *New York Times*, 02/08/18: https://www.nytimes.com/2018/08/02/opinion/the-expensive-education-of-mark-zuckerberg-and-silicon-valley.html

Black Mirror, Episode? Ratings

Social Media and 'connective action'

Shelley Boulianne, "Social media use and participation: a meta-analysis of current research", *Information, Communication, and Society*, (2015), 18, 5: 524-538

Francesca Comunello and Giuseppe Anzera, "Will the revolution be tweeted? A conceptual framework for understanding the social media and the Arab Spring", *Islam and Christian-Muslim Relations*, (2012), 23 (4): 453-470

Victoria A. Newsome and Lara Lengel, "Arab women, social media, and the Arab spring: applying the framework of digital reflexivity to analyze gender and online activism", *Journal of International Women's Studies*, (2012), 13 (5): 31-45

Philip Pond and Jeff Lewis, "Riots and Twitter: connective politics, social media and framing discourses in the digital public sphere", *Information, Communication & Society,* (2019), 22 (2): 213-231

Ariadne Vromen et. al., "Young people, social media and connective action: from organisational maintenance to everyday political talk", *Journal of Youth Studies,* (2015), 18 (1): 80-100

Francis L.F. Lee and Joseph M. Chan, MEDIA AND PROTEST LOGICS IN THE DIGITAL ERA: THE UMBRELLA MOVEMENT IN HONG KONG, (Oxford U.P. 2018), Intro.

Ebenezer Agbozo and Kamen Spassov, "Social media as a trigger for positive political action: the case of Ghana's fight against illegal small-scale mining (*Galamsey*)", *African Journal of Science, Technology, Innovation and Development*, (2019), 11 (5): 611-617

Wolfram Schaffar, "New Social Media and Politics in Thailand: The Emergence of Fascist Vigilante Groups on Facebook", *Austrian Journal of South-East Asian Studies*, (2016), 9 (2): 215-234

"Slacktivism Defeats ISIS: The Beaverton": https://www.youtube.com/watch?v=Jamw7ivbysI

"Facebook Sucks", May 2, 2018: Samantha Bee, Full Frontal on TBS: https://www.youtube.com/watch?v=TmlQoplngXU



"Facebook: Last Week Tonight with John Oliver (HBO)" (23/09/18) (19:40): https://www.youtube.com/watch?v=OjPYmEZxACM

"Facebookistan": http://tvo.org/video/documentaries/facebookistan

Eli Pariser, "Beware Online "filter bubbles", 2011, 8:48 mins.:

http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

http://www.thebeaverton.com/national/item/2261-cbc-closes-comments-on-indigenous-stories-after-4th-comments-moderator-dies-from-exhaustion

Eugeny Morosov, "RSA Animate – The Internet in Society: Empowering or Censoring Citizens?" http://www.youtube.com/watch?v=Uk8x3V-sUgU&feature=related

Amazon, Jeff Bezos and collecting data | DW Documentary (2019, 42:25): https://www.youtube.com/watch?v=O90PshJVu58

Bill Maher, "New Rule: Social Media is the New Nicotine | Real Time with Bill Maher (HBO)", May 12, 2017 (4:54) (warning: profanity): https://www.youtube.com/watch?v=KDqoTDM7tio



Advertising is a valuable economic factor because it is the cheapest way of selling goods, particularly if the goods are worthless. *Sinclair Lewis*

*John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 6 (Structuralism and Post-structuralism)

*"The Century of the Self – Part 1 – Happiness Machines": https://www.youtube.com/watch?v=DnPmgoR1Mo4

*Tom Streeter, "Semiotics and Advertising Tutorial": http://www.uvm.edu/~tstreete/semiotics_and_ads/index.html

* Stephanie Kaza, "How Much is Enough?: Buddhist Perspectives on Consumerism", in Richard K. Payne, ed. HOW MUCH IS ENOUGH?: BUDDHISM, CONSUMERISM, AND THE HUMAN ENVIRONMENT, (Wisdom Publications: Somerville MA, 2010): 39-61

Dines and Humez:

- * ch. 26, Sut Jhally, "Image-Based Culture": 246-250
- * ch. 27, Juliet Schor, "The New Politics of Consumption: Why Americans Want So Much More Than They Need": 251-257

* Robert J. Brulle, and L.E. Young, "Advertising, Individual Consumption Levels, and the Natural Environment, 1900–2000", *Sociological Inquiry*, (2007), 77 (4): 522-542

Robert J. Brulle et. al., "Corporate promotion and climate change: an analysis of key variables affecting advertising spending by major oil corporations, 1986–2015", *Climactic Change*, (2019): 1-15 https://link.springer.com/article/10.1007/s10584-019-02582-8

https://www.ispot.tv/ad/AwKw/shell-a-breath-of-fresh-air-featuring-kiki-sukezane

Deborah González Jurado and Carmen Jambrino Maldonado, "Advertising and climate change, relationships and divergences", *Interactions: Studies in Communication & Culture*, (2014), 5 (1): 107–125

* Aanaka Batta and Steffen Bohm, "Just doing it: enjoying commodity fetishism with Lacan", *Organization*, (2010), 17 (3): 345-361



Benjamin Barber, CONSUMED: HOW MARKETS CORRUPT CHILDREN, INFANTILIZE ADULTS, AND SWALLOW CITIZENS WHOLE, (W.W. Norton & Co. New York, 2007): chs. 1, 5

Littler, J., RADICAL CONSUMPTION: SHOPPING FOR CHANGE IN CONTEMPORARY CULTURE (Berkshire: McGraw-Hill Education, 2009), Intro, chs. 2 ("Cosmopolitan Caring"), 3 ("Corporate Social Responsibility"), 5 ("Ecologies of green consumption") *ebook*

James G. Carrier, "Protecting the Environment the Natural Way: Ethical Consumption and Commodity Fetishism", *Antipode*, (2010), 42 (3): 672-689

Rod Carveth and James B. South, eds. MAD MEN AND PHILOSOPHY: NOTHING IS AS IT SEEMS, (Wiley & Sons, New Jersey, 2010):

- Kevin Guilfoy, "Capitalism and Freedom in the Affluent Society": 34-50
- Ada S. Jaarsma, "An Existential Look at *Mad Men*: Don Draper, Advertising, and the Promise of Happiness": 85-109
  (*full text available at http://www.mashreghnews.ir/files/fa/news/1392/9/6/448018_884.pdf*)

MADMEN Season 01 Episode 01, "Smoke Gets in Your Eyes": https://www.youtube.com/watch?v=GALMX2BO5ps

"In Ads, Tobacco Companies Admit They Made Cigarettes More Addictive", 27/11/17: https://www.npr.org/sections/health-shots/2017/11/27/566014966/in-ads-tobacco-companies-admit-they-made-cigarettes-more-addictive

Rosalind Gill and Christina Scharff, eds., NEW FEMININITIES: POSTFEMINISM, NEOLIBERALISM, AND SUBJECTIVITY, (Palgrave Macmillan: London, 2011):

- Michelle M. Lazar, "The Right to Be Beautiful: Postfeminist Identity and Consumer Beauty Advertising": 37-51

Strinati, ch. 3, "Structuralism and Semiology"

Impacts of Consumerism: https://www.youtube.com/watch?v=oPgQPsYzyfg

Decadence – Meaninglessness of modern life – Episode 1 – Money:
https://www.youtube.com/watch?v=i5s2p_IlsDg

"The Century of the Self – Part 2: The Engineering of Consent":
https://www.youtube.com/watch?v=fEsPOt8MG7E

* Film: "Advertising at the Edge of the Apocalypse" 2017, 60 mins.
Film: "Killing Us Softly 4: Advertising's Image of Women", 2010, 45 mins.

The dangerous ways ads see women | Jean Kilbourne | TEDxLafayetteCollege 2014 (15 mins): https://www.youtube.com/watch?v=Uy8yLaoWybk



Seminar 6 (Feb. 16): Disney's Imagineered World

* John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 5 (Psychoanalysis), ch. 8 (Race, Racism, Representation)

Dines, 5th edition:

- *Lee Artz, "Disney: 21st Century Leader in Animating Global Inequality" (ch. 45)

* Radha Jhappan and Daiva Stasiulis, "Anglophilia and the Discreet Charm of the English Voice in Disney's *Pocahontas* Films", in Mike Budd and M.H. Kirsch, eds., RETHINKING DISNEY: PRIVATE CONTROL, PUBLIC DIMENSIONS, (Middletown, CT: Wesleyan University Press, 2005): 151-177

Celeste Lacroix, "Images of animated others: The orientalization of Disney's cartoon heroines from the Little Mermaid to the Hunchback of Notre Dame", *Popular Communication* (2004), 2: 213–29.

Richard M. Breaux, "After 75 Years of Magic: Disney Answers Its Critics, Rewrites African American History, and Cashes in on its Racist Past", *Journal of African American Studies*, (2010), 14, 4: 398-416



Brenda Ayres, ed., THE EMPEROR'S OLD GROOVE: DECOLONIZING DISNEY'S MAGIC KINGDOM, (Peter Lang: New York, 2003):

- Christiane Staninger, "Disney's Magic Carpet Ride: *Aladdin* and Women in Islam": 65-77
- Dianne Sachko Macleod, "The Politics of Vision: Disney, *Aladdin*, and the Gulf War":

Michelle Anya Anjirbag, "Mulan and Moana: Embedded Coloniality and the Search for Authenticity in Disney Animated Film", *Soc. Sci.* (2018), 7 (11): 230

Sarit McCoy, Disney's Second Line: New Orleans, Racial Masquerade, and the Reproduction of Whiteness in The Princess and the Frog[1]", *Journal of African American Studies*, 14, 4 (December 2010): 432-54

Maja Rudloff, "Post)feminist paradoxes: the sensibilities of gender representation in Disney's 'Frozen'", *Outskirts*,(2016), 35: 1-20

[1] Sarita McCoy Gregory, "Disney's Second Line: New Orleans, Racial Masquerade, and the Reproduction of Whiteness in The Princess and the Frog," *Journal of African American Studies* 14, no. 4 (December 2010): 432-, http://link.gale.com/apps/doc/A361554483/AONE?u=ocul_carleton&sid=zotero&xid=a268c453.

Madeline Streiff and Lauren Dundes, "Frozen in Time: How Disney Gender-Stereotypes its Most Powerful Princess", *Social Sciences*, (2017), 6: 38.

Isis Madrid, "Every female character in every Disney/Pixar animated movie from the past decade basically has the same face": https://www.upworthy.com/every-female-character-in-every-disney-pixar-animated-movie-from-the-past-decade-basically-has-the-same-face?c=upw1

"Radio Talk Show Hosts Blast Disney's "Frozen" for Promoting Homosexuality and Bestiality on Children", *International Business Times* (U.S.), 13/03/14

Kathryn M. Olson, "An Epideictic Dimension of Symbolic Violence in Disney's *Beauty and the Beast*: Inter-Generational Lessons in Romanticizing and Tolerating Intimate Partner Violence", *Quarterly Journal of Speech*, (2013), 99 (4): 448-480

Adam Key, "A Girl Worth Fighting For: A Rhetorical Critique of Disney Princess Mulan's Bisexuality", *Journal of Bisexuality*, (2015), 15 (2): 268-286

Meredith Li-Vollmer and Mark E. LaPointe, "Gender Transgression and Villainy in Animated Film", *Popular Communication* (2003), 1 (2): 89-109

Jessica Contrera, "Are we ready for a gay Disney princess? Gay and lesbian characters are barely acknowledged in children's entertainment", *The Record (*Kitchener, Ontario), May 13, 2016

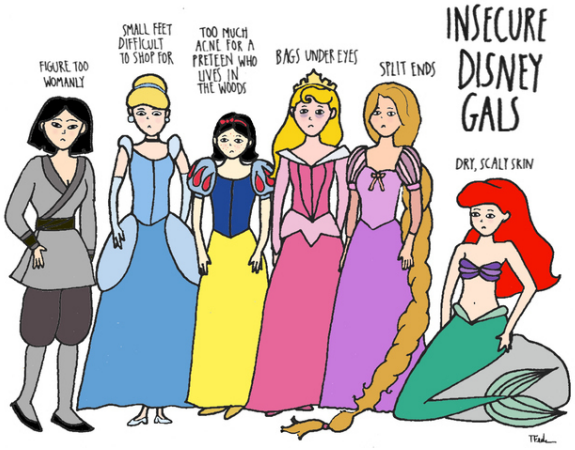
Ken Gillam &Shannon R. Wooden, "Post-Princess Models of Gender: The New Man in Disney/Pixar", Journal of Popular Film and Television, (2008), 36 (1): 2-8

Kevin Chew, "On war and cuteness: the utopian politics of Disney's *Zootopia*", *Screen*, (2019), 60 (4): 567–586

Douglas Brode, MULTICULTURALISM AND THE MOUSE: RACE AND SEX IN DISNEY DISCOURSE, (U. Texas Press, 2005) *ebook*: "Introduction: In Defense of Disney": 1-19

Sarah Coyne *et.al.*, "Pretty as a princess: Longitudinal effects of engagement with Disney princesses on gender stereotypes, body esteem, and prosocial behavior in children", *Child Development*, (2016), 87: 1909–25.

Julia C. Golden and J.W. Jacoby, "Playing Princess: Preschool Girls' Interpretations of Gender Stereotypes in Disney Princess Media" *Sex Roles*, (2018) 79 (5-6): 299-313



Benjamin Hine et. al., "From the Sleeping Princess to the World-Saving Daughter of the Chief: Examining Young Children's Perceptions of 'Old' versus 'New' Disney Princess Characters", *Social Sciences*, (2018) 7, 9: 161-176

Sue Palmer, TOXIC CHILDHOOD: HOW THE MODERN WORLD IS DAMAGING OUR CHILDREN AND WHAT WE CAN DO ABOUT IT", (Orion: London, 2006)

*Judith Butler, "Your Behaviour Creates Your Gender" (3 mins.)
http://popculturefreaks.tumblr.com/post/131464470418/judith-butler-explains-her-theory-of-gender

*Riley on Marketing (1:11 min.): http://www.youtube.com/watch?v=-CUo4oHqbas

https://www.cnbc.com/2018/12/21/23isney-accused-over-trademark-of-lion-king-phrase-hakuna-matata.html

Meaghan Ramsay, "Why Thinking You're Ugly is Bad For You" (12 mins.):
https://www.ted.com/talks/meaghan_ramsey_why_thinking_you_re_ugly_is_bad_for_you

Toddlers and Tiaras – Toddlers and Strippers?! (5 mins.): https://www.youtube.com/watch?v=H_bIdTug878

Colin Stokes, "How Movies Teach Manhood" (2013) (13 mins.): https://www.youtube.com/watch?v=ueOqYebVhtc

*The Representation Project: "The Mask You Live In", (2016) (1:32):
https://www.youtube.com/watch?v=I1OI9BoVslA
https://www.youtube.com/watch?v=cd013iPGTMU&list=PLRAI_WnbL7Z1ffYiEihf7gCsp1PPbzGP1 (summary 15:50)

Film: "Mickey Mouse Monopoly: Disney, Childhood and Corporate Power", (256807), 2001, 52 mins. (DVD Carleton)
Film: "Generation M: Misogyny in Media and Culture" (268054), 2008, (60 mins)

Wednesday Feb. 23, Winter Break – no class



Seminar 7 (March 2): POP PORN



John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 7 (Gender and Sexuality)

* Laura Mulvey, "Visual Pleasure and Narrative Cinema", (1975):
https://www.asu.edu/courses/fms504/total-readings/mulvey-visualpleasure.pdf

* Gail Dines, PORNLAND: HOW PORN HAS HIJACKED OUR SEXUALITY, (Beacon Press: Boston, 2010):
- Preface and Introduction: ix-xxxi
- ch. 2, "Pop Goes the Porn Culture: Mainstreaming Porn": 25-46

- ch. 4, "Grooming for Gonzo: Becoming a Man in Porn Culture": 59-78
- ch. 5, "Leaky Images: How Porn Seeps into Men's Lives": 79-98
- ch. 6, "Visible or Invisible: Growing Up Female in a Porn Culture": 99-120
- ch. 7, "Racy Sex, Sexy Racism": 121-140
- ch. 8, "Children: The Final Taboo": 141-162

Dines and Humez:

- *ch. 39, Jane Caputi, "The Pornography of Everyday Life": 373-385
- ch. 38, Gail Dines, "White Man's Burden: Gonzo Pornography and the Construction of Black Masculinity": 366-372
- ch. 37, Victoria E. Collins and Dianne C. Carmody, "Deadly Love: Images of Dating Violence in the 'Twilight Saga'"

Dines, 5th edition:

- Robert Jensen, Pornographic Values: Hierarchy and Hubris": 291-296 (pro-radical feminist argument)

Ingrid Olson, "Too 'Extreme': gonzo, snuff, and governmentality", *Porn Studies*, (2016), 3 (4): 398-410

Karen Boyle, "Producing abuse: Selling the harms of pornography", *Women's Studies International Forum* 34 (2011) 593–602

Aleksandra Antevska and Nicola Gavey, "Out of Sight and Out of Mind": Detachment and Men's Consumption of Male Sexual Dominance and Female Submission in Pornography", *Men and Masculinities*, 2015, 18 (5): 605-629

Paul Wright and R.S. Tokunaga, "Men's Objectifying Media Consumption, Objectification of Women, and Attitudes Supportive of Violence Against Women", *Archives of Sexual Behavior*, (2016), 45 (4): 955-964

Nicola Henry and Anastasi Powell, "Beyond the 'sext': Technology-facilitated sexual violence and harassment against adult women", *Australian & New Zealand Journal of Criminology*, 48 (1) 03/2015

Mark Salter, "Privates in the online Public: Sex(ting) and Reputation on Social Media", *New Media and Society*, (2016), 18 (11): 2723-2739

Jonas R. Kunst *et. al*., "Sexism, rape myths and feminist identification explain gender differences in attitudes toward the #metoo social media campaign in two countries", *Media Psychology*, (2019) 22 (5): 818-843

David A. Makin and Amber L. Morczek, "The Dark Side of Internet Searches: A Macro Level Assessment of Rape Culture", *International Journal of Cyber Criminology*, (2015), 9 (1): 1-23

Chelly Maes *et. al.*, "#(Me)too much? The role of sexualizing online media in adolescents' resistance towards the metoo-movement and acceptance of rape myths", *Journal of Adolescence*, (2019), 77: 59-69

Kelly Oliver, HUNTING GIRLS: SEXUAL VIOLENCE FROM THE HUNGER GAMES TO CAMPUS RAPE, (New York, Columbia U.P. 2016): Introduction and ch. 2 "Rape as Spectator Sport and Creepshot Entertainment"

Robert Scott Stewart, "Is Feminist Porn Possible? *Sexuality & Culture*, (2019), 23: 254–270

"When Pornography Pays for College: The trouble with Belle Knox", *The Chronicle of Higher Education*, (2014), 60 (44)

Mari Mikkola, BEYOND SPEECH: PORNOGRAPHY AND ANALYTIC FEMINIST PHILOSOPHY, (Oxford U.P., 2017):

- Ch. 12 – A. W. Eaton, "Feminist Pornography"

Ingrid Ryberg, "The ethics of shared embodiment in queer, feminist and lesbian pornography", *Studies in European Cinema*, (2015),12 (3): 261-274.

Claire Potter, "Not Safe for Work: Why Feminist Pornography Matters", *Dissent*, (2016), 63 (2): 104-114

Jennifer Moorman, "The Hardest of Hardcore": Locating Feminist Possibilities in Women's Extreme Pornography", *Signs: Journal of Women in Culture and Society*, (2017), 42 (3): 693-715

Megan Garber, "Is This the Next Step for the #MeToo Movement?, *The Atlantic*, Jan.2 2018: https://www.theatlantic.com/entertainment/archive/2018/01/beyond-metoo-can-times-up-effect-real-change/549482/

John D. Foubert and Ana Bridges, "Predicting Bystander Efficacy and Willingness to Intervene in College Men and Women: The Role of Exposure to Varying Levels of Violence in Pornography", *Violence Against Women, 23 (6) 05/2017*

Ann C. Hall and Mardia J. Bishop, eds., POP-PORN: PONROGRAPHY IN AMERICAN CULTURE, (Praeger: Westport, Conn., 2007):

- Katherine N. Kinnick, "Pushing the Envelope: the Role of Mass Media in the Mainstreaming of Pornography": 7- 26
- Mardia Bishop, "The Making of a Pre-pubescent Porn Star: Contemporary Fashion for Elementary School Girls": 45-56
- Hannah B. Harvey and Karen Robinson, "Hot Bodies on Campus: The Performance of Porn Chic": 57-74

Whitney Strub, PERVERSION FOR PROFIT: THE POLITICS OF PORNOGRAPHY AND THE RISE OF THE NEW RIGHT, (New York: Columbia University Press, 2010).

https://www.culturereframed.org

Aja Romano, "How the alt-right's sexism lures men into white supremacy: The movement's many online communities prey on male insecurity to advance a racist political agenda", Dec. 14, 2016: http://www.vox.com/culture/2016/12/14/13576192/alt-right-sexism-recruitment

"Porndemic – The Pornography Explosion" (CBC documentary, 2018): https://www.youtube.com/watch?v=WOD6n4JmpOo

"The Price of Pleasure: Pornography, Sexuality & Relationships" (2014) (library)

"Pornland: How the Porn Industry Has Hijacked Our Sexuality":
https://www.youtube.com/watch?v=zXGKPuZyvQE

"The great porn experiment | Gary Wilson | TEDxGlasgow"
https://www.youtube.com/watch?v=wSF82AwSDiU

SEMINAR 8 (March 9): Gaming the Globe



Dines and Humez, 5th ed.:

- *John Sanbonmatsu, "Video Games and Machine Dreams of Domination": 413-427
- Andrea Braithwaite, "It's about Ethics in Games Journalism?: Gamergaters and Geek Masculinity": 536-547
- Lisa Nakamura, "Don't Hate the Player, Hate the Game: the Racialization of Labor in *World of Warcraft*": 548-553

*Helen Berents and Brendan Keogh, "Dominant, damaged, disappeared: imagining war through videogame bodies", *Australian J.P.S., (2019), 54 (4): 515-530*

Nick Robinson, "Militarism and opposition in the living room: the case of military videogames", *Critical Studies on Security*, (2016), 4 (3): 255-275

Roger Stahl, MILITAINMENT, INC.: WAR, MEDIA, AND POPULAR CULTURE, (Routledge, New York, 2010):

- Introduction: 1-19
- ch. 3, "Reality War": 73-90
- ch. 4, "War Games": 91-112
- ch. 5, "Toying with Militainment": 1331-138

Sandra Calvert et. al., "The American Psychological Association Task Force assessment of violent video games: Science in the service of public interest", *American Psychologist*, (2017), 72 (2):126-143

N.L. Carnagey et. al. "The effect of video game violence on physiological desensitization to real-life violence", *Journal of Experimental Psychology*, 43 (3), May 2000: 489-496

Jack Denham and Matthew Spokes, "Thinking Outside the 'Murder Box': Virtual Violence and Pro-social Action in Video Games", *British Journal of Criminology*, (2019), 59 (3): 737-755

Erik Kain, "Trump Blames Violent Video Games For School Shootings – Here's Why He's Wrong", Forbes, 22/02/18: https://www.forbes.com/sites/erikkain/2018/02/22/trump-blames-violent-video-games-for-school-shootings-heres-why-hes-wrong/#465oced467f3

Dines and Humez:

- ch. 52, Elena Bertozzi, "You Play Like a Girl: Cross-Gender Competition and the Uneven Playing Field": 491-502
- ch. 42, Robert A. Brookey and K.L. Cannon, "Sex Lives in *Second Life*": 398-408

*Simon Gottschalk, "The Presentation of Avatars in Second Life: Self and Interaction in Social Virtual Spaces", *Symbolic Interaction*, (2010), 33 (4): 501-525

Oliver Pergams and Patricia Zaradic, "Is love of nature in the US becoming love of electronic media?: 16-year downtrend in national park visits explained by watching movies, playing video games, internet use, and oil prices", *Journal of Environmental Management*, (2006), 80 (4): 387-393

Robert Fletcher, "Gaming conservation: Nature 2.0 confronts nature-deficit disorder", *Geoforum*, (2017), 79: 153-162

Dal Yong Jin, "Critical interpretation of the Pokémon GO phenomenon: The intensification of new capitalism and free labour", *Mobile Media and Communication*, (2017), 5 (1): 55-58

Nate Garrelts, THE MEANING AND CULTURE OF *GRAND THEFT AUTO*: CRITICAL ESSAYS, (McFarland & Co.: Jefferson, NC, 2006):

- David Leonard, "Virtual Gangstas, Coming to a Suburban House Near You": 49-69
- Denis Redmond, "Grand Theft Video: Running and Gunning for the U.S.": 104-114



Teresa Lynch et. al., "Sexy, Strong, and Secondary: A Content Analysis of Female Characters in Video Games across 31 Years", *Journal of Communication*, (2016), 66 (4):

Jesse Fox and Bridget Potocki, "Lifetime Video Game Consumption, Interpersonal Aggression, Hostile Sexism, and Rape Myth Acceptance: A Cultivation Perspective", *Journal of Interpersonal Violence*, (2016), 31 (10): 1912-1931

Tobias Greitemeyer and D.O. Mugge, "Video Games Do Affect Social Outcomes: A Meta-Analytic Review of the Effects of Violent and Prosocial Video Game Play", *Personality and Social Psychology Bulletin*, (2014), 40 (5): 578-589

https://www.qmul.ac.uk/media/news/2019/hss/its-no-wonder-the-military-likes-violent-video-games--they-can-help-train-civilians-to-become-warriors.html

Film: Roger Sorkin, Sut Jhally, "Joystick warriors: video games, violence & the culture of militarism", 2015

Film: Militainment, Inc.: Militarism and Pop Culture (270746), 2007, 124 mins.

"Tough guise 2 – Violence, Manhood and American Culture": (2013, 81 mins.)



Seminar 9 (March 16): The Robocene: Artificial intelligence, artificial humans

"Dave, my mind is going...I can feel it" (HAL, "2001: A Space Odyssey")

* John Storey, CULTURAL THEORY AND POPULAR CULTURE: AN INTRODUCTION, 6th edition (Pearson: Edinburgh, 2012): ch. 9 (Postmodernism)

*Max More, "A Letter to Mother Nature", in Max More and Natasha Vita-More, eds, TRANSHUMANIST READER: CLASSICAL AND CONTEMPORARY ESSAYS ON THE SCIENCE, TECHNOLOGY, AND PHILOSOPHY OF THE HUMAN FUTURE, (Wiley, 2013): 41-42



* Doru Pop, "Replicant Theologies of the Early Robocene or the Covenant of Procreating Replicants, Cybernetic Fertility and Divine Androids", *Caietele Echinox*, (2018), 34 (34): 132-142

* Rebecca Gibson, "More Than Merely Human: How Science Fiction Pop-Culture Influences Our Desires for the Cybernetic", *Sexuality & Culture*, (2017), 21 (1): 224–246

Can we build AI without losing control over it? | Sam Harris
https://www.youtube.com/watch?v=8nt3edWLgIg

Randall Reed, "A New Patheon: Artificial intelligence and "Her", *Journal of Religion and Film*, (2018), 22 (2)

Elon Musk on AI killing us

Beth Singler, "Existential Hope and Existential Despair in AI: Apocalypticism and Transhumanism", *Zygon*, (2019), 54 (1): 156-176

James Barrat, OUR FINAL INVENTION: ARTIFICIAL INTELLIGENCE AND THE END OF THE HUMAN ERA, (Thomas Dunne Books, New York, 2013), Intro., chs. 13, 14, 15

Charli Carpenter, "Rethinking the Political / -Science- / Fiction Nexus: Global Policy Making and the Campaign to Stop Killer Robots", *Perspectives on Politics*, Cambridge, (March 2016), 14 (1): 53-69

Robert M. Geraci, "Artificial Intelligence, Networks, and Spirituality: The Popular Appeal of Apocalyptic AI: the Popular Appeal of Apocalyptic AI", *Zygon: Journal of Religion and Science*, (2010), 45 (4): 1003-1020

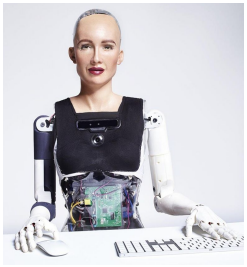
Tama Leaver, ARTIFICIAL CULTURE: IDENTITY, TECHNOLOGY, AND BODIES, (Routledge, 2011): Intro., ch. 2

Johanna Schneller, "Why Artificial Intelligence is the Movies' New Supervillain", *Globe and Mail*, 05/2015

Robert M. Geraci, VIDEO GAMES AND THE TRANSHUMAN INCLINATION, *Zygon: Journal of Religion and Science*, (2012), 47 (4): 735-756

Aura-Elena Schussler, "Pornography in Transhumanism – Towards a Sexuality of Singularity", *Postmodern Openings*, (2017), 8 (1): 41-56

Jeffrey C. Pugh, "The Disappearing Human: Gnostic Dreams in a Transhumanist World", *Religions*, (2017), 8 (5): 81-91



Interview with the Lifelike Hot Robot Named Sophia (Full) | CNBC (2017, 5:04): https://www.youtube.com/watch?v=S5t6K9iwcdw

This Robot would let 5 People die | AI on Moral Questions | Sophia answers the Trolley Problem (June 14, 2019, 5:00 mins.): https://www.youtube.com/watch?v=8MjIU4eq__A

Hot Robot At SXSW Says She Wants To Destroy Humans | The Pulse: https://www.youtube.com/watch?v=W0_DPi0PmF0

Two robots debate the future of humanity (2018): https://www.youtube.com/watch?v=1y3XdwTa1cA

Tonight Showbotics: Jimmy Meets Sophia the Human-Like Robot (2017, 2:29-8:04): https://www.youtube.com/watch?v=Bg_tJvCA8zw



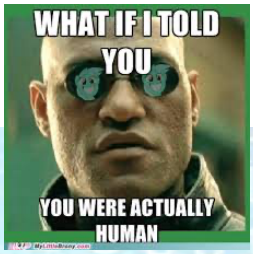
Rachel Lowry, "Meet the Lonely Japanese Men in Love With Virtual Girlfriends (Rinko)", *Time*, Sep 15, 2015: https://time.com/3998563/virtual-love-japan/

"In Japan, Virtual Partners Fill a Romantic Void", 2017 (6:02): https://www.youtube.com/watch?v=1FlOcIDM5Uo

Dacher Keltner, "Hands on Research: the Science of Touch", *Greater Good Magazine (Science-based Insights for a Meaningful Life)*, 29/09/10: https://greatergood.berkeley.edu/article/item/hands_on_research

Rebecca Gibson, "More Than Merely Human: How Science Fiction Pop-Culture Influences Our Desires for the Cybernetic, *Sexuality and Culture*, (2017) 2: 224–246

Meghan O'Gieblin, "God in the Machine: My Strange Journey into Transhumanism", *The Guardian*, April 18, 2017: https://www.theguardian.com/technology/2017/apr/18/god-in-the-machine-my-strange-journey-into-transhumanism



"Will Self-Taught, A.I. Powered Robots Be the End of Us?" (2019) (1:02:39): https://www.youtube.com/watch?v=Ihc5Zt7qT6o

A.I Supremacy 2020 | Rise of the Machines – "Super" Intelligence Quantum Computers Documentary, 2019, 33:28 mins.: https://www.youtube.com/watch?v=nvPDEK776q0

Transhumanism and Posthumanism, 11/06/2019, 21:25 mins., : https://www.youtube.com/watch?v=2Br_ykc7m10

Top 5 Boston Dynamics Robots: https://www.youtube.com/watch?v=4ooFZalxIYw

Robosexuals | Real Time with Bill Maher (HBO) (14/02/2020) (6:14) https://www.youtube.com/watch?v=fHZMj5PXyBE

https://www.dazeddigital.com/beauty/soul/article/48578/1/ai-da-worlds-first-ai-artist-robot-humanoid-future

NEWSPAPER ARTICLE

Laughing Yet? Satire becomes a Medium for the Informed

Downing, Alec

University Wire, Apr 15, 2018

robosexual marriage, marriage between a human and a robot. e episode satirized Proposition 8, a California ballot proposition that passed in 2008 that

Elizabeth Nolan Brown, "Sex, love, and robots: will sexbots make human life better, creepier, or both?" Reason (2015) 46, 11

Find YT video on sexbots

Seminar 11 (March 23): Apocalypse Soon - Poli Sci-Fi



"But understand this, that in the last days there will come times of difficulty. For people will be lovers of self, lovers of money, proud, arrogant, abusive, disobedient to their parents, ungrateful, unholy, heartless, unappeasable, slanderous, without self-control, brutal, not loving good, treacherous,

reckless, swollen with conceit, lovers of pleasure rather than lovers of God, having the appearance of godliness, but denying its power. Avoid such people." (2 Timothy 3: 1-5)

A Culture of Conspiracy: Apocalyptic Visions in Contemporary America

Barkun, Michael

2003

What do UFO believers, Christian millennialists, and right-wing conspiracy theorists have in common...

UFOs over Russia and Eastern Europe

Ramet, Sabrina P

Journal of popular culture, 1998-12, Vol.32 (3), p.81-99

* Geoffrey A. Wright, "Hobbes, Locke, Darwin, and Zombies: The Post-Apocalyptic Politics of Survival in AMC's The Walking Dead", (2017), 34 (2): 148-170

*Tanner Mirrlees, "Hollywood's Uncritical Dystopias", *Cineaction*, (2015), 95 (95): 4-15

Nancy D. Wadsworth, "Are We the Walking Dead? Zombie Apocalypse as Liberatory Art", *New Political Science*, (2017), 38 (4): 561-581

Daniel W. Drezner, "Metaphor of the Living Dead: Or, the Effect of the Zombie Apocalypse on Public Policy Discourse", *Social Research*, (2014), 81 (4): 825-849

Scott Mitchell and Sheryl N. Hamilton, "Playing at Apocalypse: Reading Plague Inc. in Pandemic Culture", *Convergence*, (2018), 24 (6): 587-606

Vint, Sherryl, "Introduction: science fiction and biopolitics", *Science Fiction Film and Television*, (2011), IV (2): 161-172

John Walliss and K.G. Newport, eds., THE END ALL AROUND US: APOCALYPTIC TEXTS AND POPULAR CULTURE, (Routledge, 2014) *ebook):*

- Roslyn Weaver, "The Shadow of the End": 173-197
- Keith Kahn-Harris, "End of the World Music: is extreme metal the sound of the apocalypse?": 22-42

Andrea Ruthven, "The contemporary postfeminist dystopia: disruptions and hopeful gestures in Suzanne Collins' *The Hunger Games", Feminist Review*, (2017), 116 (1): 47–62



Holly W. Holladay *and C.L. Classen*, "The drip, drip, drip of dystopia: 'The Handmaid's Tale', temporal boundaries, and affective investment", *Feminist Media Studies*, 10/2019: 1-16

Tom Leonard, "Is America Turning into the Handmaid's Tale?", *Daily Mail*, 16/05/2019

Judith A. Little, FEMINIST PHILOSOPHY AND SCIENCE FICTION: UTOPIAS AND DYSTOPIAS, (Amherst N.Y.: Prometheus Books, 2007):

- Part 4, "Androgynous Utopias: Worlds of Equality"

Check out: Check out Fishel, Stefanie and Wilcox, Lauren (2017) Politics of the Living Dead: Race and Exceptionalism in the Apocalypse. *Millennium: Journal of International Studies*. 45(3), 355-355

Celebrity, Pandemic, and Domesticity[2]

Larabee, Ann

What Do You (Really) Meme? Pandemic Memes as Social Political Repositories[3]

MacDonald, Shana

Leisure sciences, 2021-03-03, Vol.43 (1-2), p.143-151

Journal of popular culture, 2020-04, Vol.53 (2), p.257-260



Seminar 11 (March 30): Wild Card



The class gets to choose a topic.

You may submit a bid any time up to seminar 5. Bets will be placed and a winner declared.

[2] Ann Larabee, "Celebrity, Pandemic, and Domesticity," *The Journal of Popular Culture* 53, no. 2 (2020): 257–60, https://doi.org/10.1111/jpcu.12906.

[3] Shana MacDonald, "What Do You (Really) Meme? Pandemic Memes as Social Political Repositories," *Leisure Sciences* 43, no. 1–2 (2021): 143–51, https://doi.org/10.1080/01490400.2020.1773995.

The Catch? You will have to populate the topic with 6 appropriate (Dealer-approved) readings.

Let the bidding begin!

Seminar 12 (April 6): Making Sense of it all

Paul Simms, "God's Blog", The New Yorker, August 8, 2011:
http://www.newyorker.com/magazine/2011/08/08/gods-blog

Carl Jung and the Spiritual Problem of the Modern Individual, 2017 (11:32 mins.):
https://www.youtube.com/watch?v=VkocoltIBF4

The Psychology of Self-Transformation, 2017 (10:38):
https://www.youtube.com/watch?v=MQgC2nI6Wu4

* David Harvey, "Universal Alienation", *Communication, Capitalism & Critique*, (2018), 16(2): 424-439

Kim Sunwoo, "Does a money-is-all attitude cause alienation? A cross-cultural comparison of Korea, the US and Sweden", *International Journal of Consumer Studies*, (2014), 38 (6): 650-659

William Irwin and D.K. Johnson, eds., INTRODUCING PHILOSOPHY THROUGH POP CULTURE: FROM SOCRATES TO SOUTH PARK, (WILEY, 2010):

- James McRae, "Zen and the Art of Cyclon Maintenance": 289-298



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.

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.