

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

Course Description

Long ago, in the before-times (pre-Internet), save for the odd social theorist popular culture was largely regarded in political science as an enclaved sphere of enjoyment, of escapism perhaps, not worthy of study in and of itself. But pop culture has *always* been political, a repository and powerful vector of social and political messages and values. Now, as participation in formal state-focused politics has declined in many industrialized societies, new technologies and media are democratizing communications and enabling citizens' political participation in the public square beyond the traditional avenues. As so much contemporary political engagement is culturally focussed, 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, public policy, 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 the spheres of news and social media, advertising, Disney, pornography, video games, Artificial Intelligence, and dystopian science fiction.

R	RESTRICTED	
	UNDER 30 REQUIRES ACCOMPANYING PARENT OR ADULT GUARDIAN	
<p>WARNING: This course contains explicit theories and mature analyses that some may find disturbing. May affect ability to suspend disbelief and/or enjoy popular culture. Student discretion is strongly advised.</p>		

Evaluation at a Glance

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

Presentation	20%	(8-10 pages)
The Cell Phone Experiment	20%	(8 pages) – March 16
Integrative Reflection	40%	(15 pages) – March 30
Participation	20%	(based on readings)

Course Format

Seminars via Zoom

The link for our weekly seminar is in a Brightspace module. It is the same link every week. 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 seminars 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 seminars or discussion groups is a serious violation of privacy and is STRICTLY PROHIBITED. Please respect the intellectual property rights of others.

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.

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 4 days without penalty, if you really need it.** You do not need to ask for permission. Bear in mind, however, that it may have unwanted effects such as backing up your other assignments in this or other courses, and it will also affect my schedule so you will have to wait longer for feedback.

After that 4-day grace period – i.e. papers submitted after 11:59 p.m. 4 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.

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. 12), and confirmed no later than the second seminar (Jan. 19), possibly with 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. The lists are on the long side to allow for a choice of themes within a

broader topic for the purposes of the presentations, as well as for the Integrative Reflection (see below). M.A. students are to read **at least 5 articles/texts/artifacts**, PhD students at least **6**, one of which must be a theoretical piece. You should read the items marked with an asterisk so that we have some shared reference points, even if they are not the main focus of your presentation.

*Presentations must offer more than a summary of a series of articles. 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? What do you agree/ disagree with and why? 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. What is your overall view of the topic now that you have read them?*

Presentations MUST NOT EXCEED 20 minutes. An 8-10 page paper (depending on format – see below) is due on the presentation date, in addition to any oral presentation materials you may use, such as a Powerpoint.

You may offer your oral 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](#)

Read at least 10 of the following articles (most of them are short):

Generation Z Statistics: <https://99firms.com/blog/generation-z-statistics/>

Jean M. Twenge, "Have Smartphones Destroyed a Generation?", *The Atlantic*, Sept. 2017: <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

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>

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/>

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/>

Thomé S, Härenstam A, Hagberg M., "Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults – a prospective cohort study", 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=BCTIcj5vImk> (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.cnn.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=BTzW10l5vkc>

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, most phones already record that data, or there's an app for that! - e.g. 'Quality Time', 'Moment', 'App Usage Tracker', Mac Screen Time, or 'Social Fever' which report, in real-time, the total time spent on the 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 10% or refrain from using Twitter, FB, Instagram, Tiktok, WhatsApp, 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

N.B. For effective, scientifically verified remedies for digital detox, please see the **Stress Reduction Strategies** document in the Course Syllabus module on Brightspace.

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

Option B – Surprise!

[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 spacetime.

Choose four seminars that are of particular interest to you – *not* including the topic of your presentation, though you may refer to readings from that week *in addition* to the four main topics as appropriate or desired. 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). 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 excited/ alarmed/ worried/ inspired you 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 five questions and five 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 should be participating *at least* five times over each 3-hour seminar.

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 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

* Horace Miner, "Body Ritual among the Nacirema", *American Anthropologist*, 58 (3): 503-507 (Pdf in Seminar 1 module)

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*, 9th edition (Pearson: Edinburgh, 2021): chs. 1, 2

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 (*ebook*)

* 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>

Joseph S. Nye, *SOFT POWER: THE MEANS TO SUCCESS IN WORLD POLITICS*, (Public Affairs: New York, 2004): Preface and ch.1

<https://www.amazon.ca/Soft-Power-Means-Success-Politics/dp/1586483064?asin=1586483064&revisionId=&format=4&depth=1>

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): (Anti-)social Media: Surveillance Capitalism

* Storey, ch. 4 (Marxisms)

* **Video: "Shoshana Zuboff on surveillance capitalism"**, VPRO Documentary" (2019, 50 mins.): <https://www.youtube.com/watch?v=hIXhnWUmMvw>



* **"The Social Dilemma"** documentary, *Netflix* (2020, 94 mins.)

* Dines and Humez:

- ch. 5, Bellamy Foster & McChesney, "The Internet's Unholy Marriage to Capitalism": 43-50

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

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):20

Video: Shoshana Zuboff: Surveillance Capitalism and Our Democracy (2019, 99 mins.): <https://www.youtube.com/watch?v=uJwf6oLvc2Q>

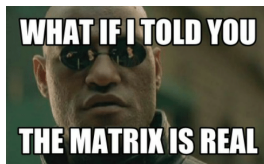
Russell Brand, "Great Reset: Why Are Facebook REALLY Providing Free Internet?" April 25, 2021, (24 mins.): <https://www.youtube.com/watch?v=17lZPgxcQm8>

The Internet of Things

* 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

*Internet of Things: Are Smart Devices Helping or Harming? | Rose Barker | TEDxSalem (2018 – 11:57 mins.): <https://www.youtube.com/watch?v=ipdTLJclKWl>

Hacking your Home: How safe is the Internet of Things? | IoT Security" (2019 – 12:31 mins.) <https://www.youtube.com/watch?v=iRQPfISsGgk>



*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

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

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

Hate Speech and Genocide

Dan Milmo, "Facebook revelations: what is in cache of internal documents?" *The Guardian*, Oct. 25, 2021: <https://www.theguardian.com/technology/2021/oct/25/facebook-revelations-from-misinformation-to-mental-health>

Dan Milmo, "Rohingya sue Facebook for £150bn over Myanmar genocide", *The Guardian*, Dec. 6, 2021: <https://www.theguardian.com/technology/2021/dec/06/rohingya-sue-facebook-myanmar-genocide-us-uk-legal-action-social-media-violence>

Maik Fielitz, Nick Thurston, POST-DIGITAL CULTURES OF THE FAR RIGHT: ONLINE ACTIONS AND OFFLINE CONSEQUENCES IN EUROPE AND THE US, (2018): ch. 1

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

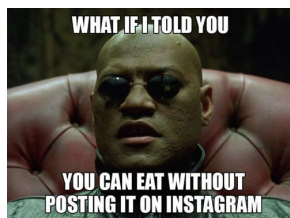


Brian L. Ott, "The Age of Twitter: Donald J. Trump and the politics of debasement", *Critical Studies in Media Communication*, (2017), 34 (1): 59-68

Social Media and Selfie Culture

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

Seunga Venus Jin and Ehri Ryu, "The Paradox of Narcissus and Echo in the Instagram Pond in Light of the Selfie Culture From Freudian Evolutionary Psychology: Self Loving And Confident But Lonely", *Journal of Broadcasting and Electronic Media*, (2018), 62 (4): 554-577



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")

"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>

Video: Why You Should Be Worried About Facebook's Metaverse | System Error, (Dec. 7, 2021, 12:35 mins.): <https://www.youtube.com/watch?v=bolyiGMcjBs>

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



"Facebook Sucks", May 2, 2018: Samantha Bee, Full Frontal on TBS (7:36 mins.): <https://www.youtube.com/watch?v=TmlQopIngXU>



Video: "Amazon, Jeff Bezos and collecting data", DW Documentary (2019, 42:25): <https://www.youtube.com/watch?v=OgoPShJVu58&t=1465s>

Video: 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>

Black Mirror: Season 3, Episode 1, "Nosedive" – Netflix

Seminar 4 (Feb. 2): **FAKE** The Age of Disinformation

“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, 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-NekqfnoWIEuYgdZI>

* **Video: “Disinformation and Democracy (Part II) | People and Power”**, (Al Jazeera, 2018, 25 mins.):
<https://www.youtube.com/watch?v=cuaRz7BOM1A>

* Gabriele Consentino, SOCIAL MEDIA AND THE POST-TRUTH WORLD ORDER: THE GLOBAL DYNAMICS OF DISINFORMATION, (Springer Nature, Switzerland, 2020), ch. 1, “The Post-truth World Order” (1-31), ch. 3 “From Pizzagate to the Great Replacement” (59-86)

Sarah Jacobs Gamberini, “Social Media Weaponization: The Biohazard of Russian Disinformation Campaigns”,
Joint Force Quarterly, 2020-10-01 (99): 4-13

Siva Vaidhyanathan, ANTISOCIAL MEDIA: HOW FACEBOOK DISCONNECTS US AND UNDERMINES DEMOCRACY (2018)



Stephan Lewandowsky, “Climate Change Disinformation and How to Combat It”, *Annual Review of Public Health*, (2021) 42 (1): 1-21

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

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

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

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

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

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>.

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

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

Video: What is Sinclair Broadcast Group?: <https://www.youtube.com/watch?v=QxtkvG1JnPk>



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

*Storey, ch. 6 (Structuralism and Post-structuralism)

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

* 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

*** Video: "Advertising at the Edge of the Apocalypse" 2017, 60 mins.:**

Part 1: https://www.youtube.com/watch?v=r19VPZ_HFqs

Part 2: <https://www.youtube.com/watch?v=P415dR1HUdI>

*Diana Stewart, *et. al.*, "Overconsumption as Ideology: Implications for Addressing Global Climate Change", *Nature and Culture*, (2020), 15 (2): 199-223

Video: "The dangerous ways ads see women" | Jean Kilbourne | TEDxLafayetteCollege (2014, 15:50 mins.) <https://www.youtube.com/watch?v=Uy8yLaoWybk&t=6935>

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

Video: Impacts of Consumerism (2013, 24 mins.): <https://www.youtube.com/watch?v=oPgQPsYzyfg>

Video: The New Corporation: The Unfortunately Necessary Sequel (2020, 1:46:39):
<https://www.youtube.com/watch?v=27PWbyShGUM>

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

Tom Streeter, "Semiotics and Advertising Tutorial":

http://www.uvm.edu/~tstreete/semiotics_and_ads/index.html

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

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



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

- Kevin Guilfooy, "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)



MAD MEN Season 01 Episode 01, "Smoking Pitch" (2012, 3:58 mins.):

<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>



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

* Storey, ch. 5 (Psychoanalysis), ch. 8 (Race, Racism, Representation)

* 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

Dines, 5th edition:

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

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

Rayna Breuer, "How Disney represents other cultures (Encanto)", *Deutsche Welle*, 09/12/21:

<https://www.dw.com/en/how-disney-represents-other-cultures/a-60065256>



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*", *Journal of African American Studies*, (2010): 14 (4): 432-54

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

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

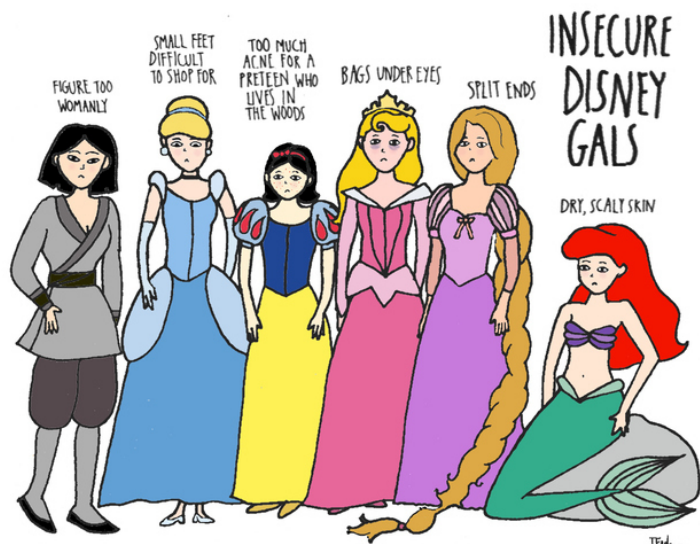
Douglas Brode, *MULTICULTURALISM AND THE MOUSE: RACE AND SEX IN DISNEY DISCOURSE*, (U. Texas Press, 2005) *ebook*: "Introduction: In Defense of Disney": 1-19

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

***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>

Meaghan Ramsay, "Why Thinking You're Ugly is Bad For You" (12 mins.):

<https://www.youtube.com/watch?v=MyUreckKJ1Y>

Toddlers and Tiaras – Toddlers and Strippers?! (5 mins.): https://www.youtube.com/watch?v=H_bldTug878

Video: Colin Stokes, "How Movies Teach Manhood" (2013) (13 mins.):

<https://www.youtube.com/watch?v=ueOqYebVhtc>

Video: *The Representation Project: "The Mask You Live In", (2016) (92 mins.):

<https://www.youtube.com/watch?v=qqEMcX1zvzE>

Video: "Masculinity in Popular Culture", (2015, 5:40 mins.):

https://www.youtube.com/watch?v=6fh_ZPc2gks

Video: "Mickey Mouse Monopoly: Disney, Childhood and Corporate Power", (2001, 52 mins.):

<https://www.youtube.com/watch?v=hqhybcZT7rc>

Wednesday Feb. 23, Winter Break – no class

Seminar 7 (March 2): POP PORN



Storey, ch. 7 (Gender and Sexuality)

* Laura Mulvey, "Visual Pleasure and Narrative Cinema", (1975):

<https://www.asu.edu/courses/fms504/total-readings/mulvey-visualpleasure.pdf>

Dines and Humez:

- *ch. 39, Jane Caputi, "The Pornography of Everyday Life": 373-385

Dines, 5th edition:

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

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

*"The great porn experiment | Gary Wilson | TEDxGlasgow" (2012, 16:28 mins.):

<https://www.youtube.com/watch?v=wSF82AwSDiU>

*Video: "Raised on Porn", Documentary Film (2021, 36:57 mins.):

<https://www.youtube.com/watch?v=hzPylqS01qU>

*Paul Wright and R.S. Tokunaga, *et.al.*, "A Meta-analysis of Pornography Consumption and Actual Acts of Aggression in General Population Studies", *J. of Communication*, (2016-02), 66 (1): 183-205

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

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

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

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

Harriet Grant, "World's biggest porn site under fire over rape and abuse videos", *The Guardian*, March 9, 2020:

<https://www.theguardian.com/global-development/2020/mar/09/worlds-biggest-porn-site-under-fire-over-videos-pornhub>

"Pornhub sued by 40 Girls Do Porn sex trafficking victims", Dec. 16, 2020:

<https://www.bbc.com/news/technology-55333403>

Culture Reframed: Building Resilience and Resistance to Hypersexualized Media and Porn:

<https://www.culturereframed.org/>

SEMINAR 8 (March 9): Gaming the Globe



Dines and Humez, 5th ed.:

*John Sanbonmatsu, "Video Games and Machine Dreams of Domination": 413-427

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

*David Leonard, "Not a Hater, Just Keepin' It Real: The Importance of Race- and Gender-Based Game Studies", *Games and Culture*, (2006), 1 (1): 83-88

Tanner Mirlees and Taha Ibaid, "The Virtual Killing of Muslims: Digital War Games, Islamophobia, and the Global War on Terror", *Islamophobia Studies Journal*, (Spring 2021), 6 (1): 33-51

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:...Policing Blackness": 49-69
- Denis Redmond, "Grand Theft Video: Running and Gunning for the U.S. Empire": 104-114



Kishona L. Gray, RACE, GENDER, AND DEVIANCE IN XBOX LIVE: THEORETICAL PERSPECTIVES FROM THE VIRTUAL MARGINS, (Taylor and Francis, 2014), ch. 3, "Deviant Acts: Sexism and Racism in Virtual Gaming Communities": 35-46

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):

- ch. 4, "War Games": 91-112

Adam Lynes and Craig Kelly, eds. VIDEO GAMES, CRIME, AND NEXT-GEN DEVIANCE (Emerald Publishing, 2020):

- *ch. 8, Kevin Hoffin and Geraldine Lee-Treweek, "The Normalization of Sexual Deviance and Sexual Violence in Video Games"

Jessica LaCroix et.al., "Effects of Immersive, Sexually Objectifying, and Violent Video Games on Hostile Sexism in Males", *Communication Research Reports*, (2018), 35 (5): 413-423

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

Jesse Fox and Bridget Potocki, "Lifetime Video Game Consumption, Interpersonal Aggression, Hostile Sexism, and Rape Myth Acceptance: A Cultivation Perspective", *Journal of Interpersonal Violence*, (2016-06), 31 (10): 1912-1931

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

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):

Noah Smith, "Video game companies vow to fight racism in their communities, but offer few details", *Washington Post*, June 16, 2020: https://go-galecom.proxy.library.carleton.ca/ps/i.do?p=AONE&u=ocul_carleton&id=GALE%7CA626772975&v=2.1&it=r

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

Video: Militainment, Inc.: The Militarization of Pop Culture Documentary (2016, 2:03:34 mins.):
<https://www.youtube.com/watch?v=1pZlO7ovcaQ>

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

"How Feminism Ruins Video Games", (2020, 6:32 mins.):
<https://www.youtube.com/watch?v=SrJtc1ELF6c>

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)

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

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



* 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

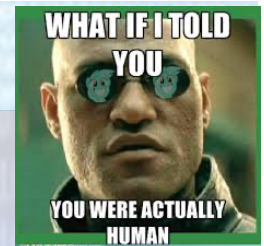
Robert M. Geraci, VIDEO GAMES AND THE TRANSHUMAN INCLINATION, *Zygon: Journal of Religion and Science*, (2012), 47 (4): 735-756

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

*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

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

Nicola Doring and Sandra Poeschl, "Love and Sex with Robots: A Content Analysis of Media Representations", *International Journal of Social Robotics*, (2019) 11: 665-667



Rebecca Hawkes and Cherie Lacey, "'The Future of Sex': Intermedial Desire between Fembot Fantasies and Sexbot Technologies", *The Journal of Popular Culture*, (2019), 52 (1): 98-116

Elizabeth Nolan Brown, "Sex, love, and robots: will sexbots make human life better, creepier, or both?" *Reason* (2015) 46, 11: <https://reason.com/2015/03/03/sex-love-and-robots/>

Johanna Schneller, "Why Artificial Intelligence is the Movies' New Supervillain", *Globe and Mail*, 30/04/2015: <https://www.theglobeandmail.com/arts/film/why-artificial-intelligence-is-the-movies-new-supervillain/article24191182/>



Interview with the Lifelike Hot Robot Named Sophia (Full) | CNBC (2017, 5:04): <https://www.youtube.com/watch?v=S5t6Kgiwcdw>

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=8MjlU4eq_A

My Greatest Weakness is Curiosity | Sophia the Robot at Brain Bar, (2018, 11:35 mins.):
<https://www.youtube.com/watch?v=lo6xuGmS5pM>

Two robots debate the future of humanity (2018): <https://www.youtube.com/watch?v=1y3XdwT�1cA>

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

Video: "In Japan, Virtual Partners Fill a Romantic Void", 2017 (6:02):
<https://www.youtube.com/watch?v=1FIOcIDM5Uo>

Meet AI-DA, the World's First AI Artist, Who is Almost Human:
<https://www.dazeddigital.com/beauty/soul/article/48578/1/ai-da-worlds-first-ai-artist-robot-humanoid-future>

Futurama - Robosexual Marriage (2021, 4:05 mins.): <https://www.youtube.com/watch?v=-OtrPiAkEtU>

*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

"Will Self-Taught, A.I. Powered Robots Be the End of Us?" (2019) (1:02:39):
<https://www.youtube.com/watch?v=IHc5Zt7qT6o&t=2643s>

A.I Supremacy 2020 | Rise of the Machines – "Super" Intelligence Quantum Computers Documentary,
(2019, 33:28 mins.): <https://www.youtube.com/watch?v=nvPDEK776qo>

Transhumanism and Posthumanism, 11/06/2019, 21:25 mins., : https://www.youtube.com/watch?v=2Br_ykc7m1o

Video: Everything Facebook revealed about the Metaverse in 11 minutes (Oct. 28. 2021):
<https://www.youtube.com/watch?v=gElflo6uw4g>

Video: Arun Maini, "The Metaverse could be a problem", (Nov. 13, 202, 18:12 mins.):
<https://www.youtube.com/watch?v=RgJwPco3wew>

Video: Sex Robots | Will sex robots of the future replace humans? | PRO Robots (2020, 9:54 mins):
<https://www.youtube.com/watch?v=soNsPhTgZ-k>

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



Seminar 10 (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)

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

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

* 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

* Rowland Hughes and Pat Wheeler, “Eco-Dystopias: Nature and the Dystopian Imagination”, *Critical Survey*, (Oxford), (2013) 25 (2): 1-6

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

Natalie D. Baker, “Zombie Experts and Anarchy Imaginaries: Fantasies of ‘Crises to Be’ in Climate Change Futures”, *Journal of Strategic Security*, (2020) 13 (4): 141-155

Tony McKenna, “Behind the Black Mirror: The Limits of Orwellian Dystopia”, (2019) 47 (2): 365-376

Marcus Schulzke, “The Bioethics of Digital Dystopias”, *International Journal of Technoethics*, (2013) 4 (2):46-57

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

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

Tessa Stuart, "Why 'The Handmaid's Tale' Still Stings in Post-Trump World", *Rolling Stone*, May 2021: <https://www.rollingstone.com/tv/tv-features/handmaids-tale-season-4-moss-atwood-interview-1166738/>

Gregory McNamee, "Science and pop culture look to the skies to answer the ultimate question: Are we alone?", June 14, 2021: <https://www.cnn.com/2021/06/14/world/ufos-search-for-alien-life-scni/index.html>

***Video: "Is the US Becoming A Dystopia?" (2021, 16:54 mins.):**
<https://www.youtube.com/watch?v=AmXQ3nQBE4U>

Feature Film: "Don't' Look Up", Netflix, 2021



Seminar 11 (March 30): Wild Card

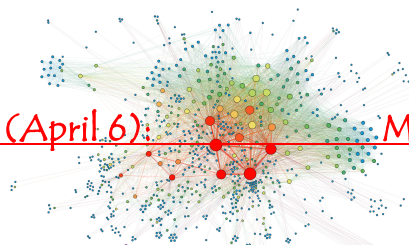
The class gets to choose a topic.

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

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>

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

* Carl Jung and the Spiritual Problem of the Modern Individual, 2017 (11:32 mins.):

<https://www.youtube.com/watch?v=VkokoltIBF4>

*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



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.