

Winter 2020

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

PSCI 5210W POLITICS AND POPULAR CULTURE



Seminar: Wednesdays 14:35 – 17:25 p.m.

Room: A602 Loeb (please confirm location on Carleton Central)

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|---------------|---|---------------------|
| Instructor: | Prof. Radha Jhappan | Office: D697 Loeb |
| Office Hours: | Wednesdays 12:00-14:00 | Thursdays 3:30-5:30 |
| Tel: 2788 | Email: radhajhappan@carleton.ca | |

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? 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, music, pornography, and new digital media. Students will have opportunities to offer term work in creative formats if they choose.

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| R | RESTRICTED |  |
| | UNDER 30 REQUIRES ACCOMPANYING PARENT OR ADULT GUARDIAN | |
| 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. | | |

Course Requirements

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

| | | |
|---------------------------|------------|--------------------------|
| Presentation | 20% | (6-8 pages) |
| The Cell Phone Experiment | 20% | (6-8 pages) - April 1 |
| Integrative Reflection | 40% | (15-20 pages) - March 18 |
| Participation | 20% | (based on readings) |

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% - April 1

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

Alison P. Stevens, "Phones in the classroom hurt everyone's grades":

<https://www.sciencenewsforstudents.org/article/phones-classroom-hurt-everyones-grades>

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". *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=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>

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 (there's an app for that! e.g. 'Quality Time', 'Moment' and 'App Usage Tracker'), and to reduce it by 20% over the week. 'Quality Time' and 'Moment' allow 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 20%
- turn off notifications
- change screen from colour to grayscale
- install blue-blocking app such as F.lux
- refrain from using electronic devices at least 1 hour before bed
- reduce social media usage by 30-50% or refrain from using Twitter, FB, Instagram, Tiktok etc. altogether
- remove distracting apps from home screen, or off the phone altogether
- delete certain apps such as Facebook or Twitter entirely and restrict usage to smartphone's web browser
- keep apps that encourage positive activities such as exercising, learning a language etc.

Week 3- 7

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 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:

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

Write up your results and reflections on them in 6-8 page paper. We will discuss them collectively at the last class on April 1.

Integrative Reflection - 40% - (15-20 pages or equivalent in creative medium) - March 18

Option A

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 three seminars that are of particular interest to you. Read at least 6 substantive texts from each of the three 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 three 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 three topics enrich your view of politics in general?

Your reflection should include:

1. **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 handed in as hard copy, and also uploaded to cuLearn, just in case.

Option B: Creative Format

As an alternative to the traditional academic essay format, you may present your major assignment in a creative format, for example: a documentary film, audio narrative, epic poem, comic opera, short story, movie script, visual art such as painting/s, etc. This is NOT a bird assignment; it must be a serious, substantive piece of work (although appropriate humour is very much appreciated). It must convey the main elements of the assignment as described above. If you wish to present a creative work, **you MUST see me to have your proposal approved.**

Option C – Satire

To be discussed at the first class.

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

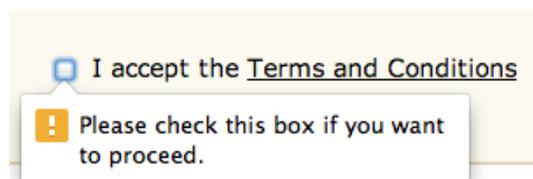


BANNED



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, 8th edition (Routledge: New York, 2018) – 9780415786638 – digital version rental

Seminar Topics and Readings

Seminar 1 (Jan. 8): 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=EAlalQobChMIuZu9k6ak5glVip-zCh3AaAXbEAAAYASAAEgLWQvD_BwE

* Ken Robinson, "RSA Animate – School Kills Creativity/ Changing Education Paradigms"

<https://www.youtube.com/watch?v=zDZFcdGpL4U>

<https://www.youtube.com/watch?v=Oc9D-lm68mw>

* 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. 15): 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=glnHKWJEX8&sig=rDT61yMf8iQ7mDcFP3Hy87BT6E#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. 22): **FACT** 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=PLzGHKb8iqvTwQ4uKHdPDjghnAap_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 Dobрева 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/10.1177/20419058166680417>

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=QxtkvGIJnPk>



Seminar 4 (Jan. 29): (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=hIXhnWUmMww>

* 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)

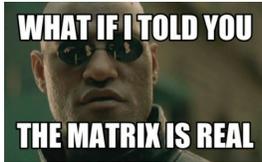
The Internet of Things

"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 Houglund (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

"Romney Joins Colleagues in Urging Review of China's Corporate Social Credit System", *Congressional Documents and Publications*; Washington, (Dec 2, 2019).

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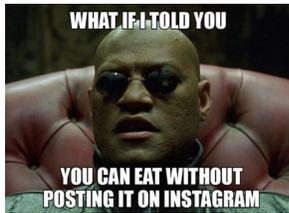
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- * ch. 26, Sut Jhally, "Image-Based Culture": 246-250
- * ch. 27, Juliet Schor, "The New Politics of Consumption: Why Americans Want So Much More Than They Need": 251-257

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

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Decadence - Meaninglessness of modern life - Episode 1 – Money:
https://www.youtube.com/watch?v=i5s2p_llsDg

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Seminar 6 (Feb. 12): 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:

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* 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

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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

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

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

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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

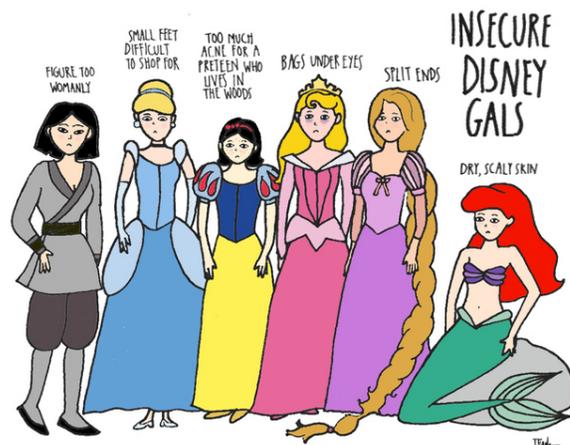
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Kevin Chew, "On war and cuteness: the utopian politics of Disney's *Zootopia*", *Screen*, (2019), 60 (4): 567-586

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.

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

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=l1Ol9BoVSIA>

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Film: "Generation M: Misogyny in Media and Culture" (268054), 2008, (60 mins)

Wednesday Feb. 19, Winter Break - no class



Seminar 7 (Feb. 26): 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: PORNOGRAPHY 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).

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>

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<https://www.youtube.com/watch?v=wSF8zAwSDiU>

Seminar 8 (March 4): ound Politics

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

* John Street, "Fight the Power": The Politics of Music and the Music of Politics", *Government and Opposition*, 38 (1) 2003:113

*Tricia Rose, THE HIP HOP WARS: WHAT WE TALK ABOUT WHEN WE TALK ABOUT HIP HOP--AND WHY IT MATTERS, (Basic Civitas Books, 2008):

- ch. 4, "Hip Hop is Destroying America's Values": 95-112
- ch. 5, "Hip Hop Demeans Women": 113-131
- ch. 12, "Progressive Voices, Energies, and Visions": 241-260



Steven Brown and Ulrik Volgsten, eds. MUSIC AND MANIPULATION: ON THE SOCIAL USES AND SOCIAL CONTROL OF MUSIC, (Berghahn Books: New York, 2006):

- ch. 9, Marie Korpe, Ole Reitov, and Martin Cloonan, "Music Censorship from Plato to the Present": 239-263

Dines and Humez:

- Marlo David Azikwe, "More than Baby Mamas: Black Mothers and Hip Hop Feminism": 137-144
- ch. 40, Tricia Rose, "There Are Bitches and Hoes": 386-390

Dines, 5th edition:

- Frederik Dhaenens and Sander de Ridder, "Resistant Masculinities in Alternative R&B?: Understanding Frank Ocean and The Weekend's Representations of Gender": 329-339
- Rosemary Pennington, "Orientalism, Consumption, and Katy Perry's Insatiable *Dark Horse*": 108-117
- Guillermo Rebollo-Gil and Amanda, "Black Women and Black Men in Hip Hop Music: Misogyny, Violence, and the Negotiation of (White-Owned) Space": 209-216

Christopher Malone and George Martinez, THE ORGANIC GLOBALIZER: HIP HOP, POLITICAL DEVELOPMENT, AND MOVEMENT CULTURE, (Bloomsbury, 2015), ch. 1

Bakari Kitwana, WHY WHITE KIDS LOVE HIP-HOP: WANKSTAS, WIGGERS, WANNABES, AND THE NEW REALITY OF RACE IN AMERICA, (Basic Civitas Books: New York, 2005): Intro., chs. 1, 2, 4

Meghan Drury, "Counterorienting the war on terror: Arab hip hop and diasporic resistance", *Journal of Popular Music Studies*, (2017), 29 (2):

S. Mo Jang & Hoon Lee, "When Pop Music Meets a Political Issue: Examining How "Born This Way" Influences Attitudes Toward Gays and Gay Rights Policies", *Journal of Broadcasting & Electronic Media*, (2014) 58:1, 114-130

Anastasia Valassopoulos & Dalia Said Mostafa, "Popular Protest Music and the 2011 Egyptian Revolution", *Popular Music and Society*, (2014), 37 (5):

Diane Railton and Paul Watson, MUSIC VIDEO AND THE POLITICS OF REPRESENTATION, (Edinburgh University Press, 2011):

- ch. 1, "Situating Music Video: Between Feminism and Popular Culture": 17-40
- ch. 4, "Music Video in Black and White: Race and Femininity": 87-107
- ch. 6, "Masculinity and the Absent Presence of the Male Body": 122-140

Curtis Fogel and Andrea Quinlan, "Lady Gaga and Feminism: A Critical Debate", *Cross-Cultural Communication*, 7 (3) 2011: 184-188

Shereen Abdel-Nabi, Jehan Agha et. al., "Pop Goes the Arab World: popular music, gender, politics, and transnationalism in the Arab world", *Hawwa*, 2 no 2 2004, p 231-254

Stan Hawkins, *QUEERNESS IN POP MUSIC: AESTHETICS, GENDER NORMS, AND TEMPORALITY*, (Routledge, 2015): ch. 1

Mark LeVine, *HEAVY METAL ISLAM: ROCK, RESISTANCE, AND THE NEW STRUGGLE FOR THE SOUL OF ISLAM*, (Three Rivers Press: New York, 2008), Intro. and Epilogue

J. Jack Halberstam, *GAGA FEMINISM: SEX, GENDER, AND THE END OF NORMAL*, (Beacon Press: Boston, 2013): Preface, Introduction, ch. 1

Eunice Rojas and Lindsay Michie, eds. *SOUNDS OF RESISTANCE: THE ROLE OF MUSIC IN MULTICULTURAL ACTIVISM*, (Vol. 1 has chapters on resistance music from slave songs to rap, Red Power, U.S. labour movement, Civil Rights, anti-Vietnam war, eco-protest, and women's resistance; Vol. 2 has international musical activism – South Africa, Poland, China, Africa, Cuba, Catalonia, Brazil, Mexico, Puerto Rico)

John Street, *MUSIC AND POLITICS*, (Polity Press: Cambridge, 2012):

- "Introduction: Making connections": 1-8
- ch. 3, "Striking a chord: from political communication to political representation": 41-61
- ch. 4, "All together now: music as political participation": 62-78
- ch. 8, "Politics as music: the sound of ideas and ideology": 140-159

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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

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Interview with the Lifelike Hot Robot Named Sophia (Full) | CNBC (2017, 5:04):

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Tonight Showbotics: Jimmy Meets Sophia the Human-Like Robot (2017, 2:29-8:04):

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Dacher Keltner, "Hands on Research: the Science of Touch", *Greater Good Magazine (Science-based Insights for a Meaningful Life)*, 29/09/10:

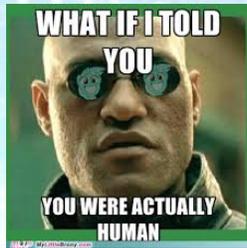
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<https://www.youtube.com/watch?v=IHc5Zt7qT6o>

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

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Seminar II (March 25): 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)

* 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"

Seminar 12 (March 18): 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=MOqC2nl6Wu4>

* 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



Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-

520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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

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

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

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

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

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

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

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

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.
