

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

PSCI 4003 A
Politics and the Media
Thursdays 8:35 a.m. - 11:25 a.m.
Please confirm location on Carleton Central

Instructor: Professor Conrad Winn
Office: C676 Loeb
Normal communication: Please

- use a subject heading such as “PSCI4003 Advice about Paper” or “PSCI 4003 Seeking a Meeting” or “PSCI 4003 Skype or Telephone Availability” or “PSCI 4003 Paper attached on X,”
- write from your CU account to conrad.winn@carleton.ca, and
- if/when CU system is down, please copy to conradwinn@gmail.com.

Communication types: Common types of correspondence are

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

Email headings: Examples of email subject headings: “PSCI4003 Seeking F2F.”
F2F meetings: By appointment. Please email conrad.winn@carleton.ca or text for a F2F time on Wednesday 2:45-4:45 pm and Thursday 12:30-3:30 pm.

Deadlines:

- Research Proposals (5%; Sept. 22). Short submissions (1-3 pp) uploaded on CuLearn on Sunday Sept. 22 with clarity as to method and file names having the following format: LastName_FirstName_EssayTitle (as one word or two run-on words)_fall2019_PSCI4003. Proposals may be preceded or followed by F2F discussions with the instructor.
- Term Papers/Assignments/Projects (55%; Nov. 17). They must be on a topic approved in writing, originate with a research proposal, and be modified if required. Grades for the assignment, as for the course, can extend from A+ to under B- in few or rare situations.

Telephone Plus: Cell: 416 460-5944. FaceTime and Skype are options. Urgent contact: Text and then telephone 416 460-5844.

Course Information Other Than Weekly Topics

Core Mission for 2019—Competition from Alternatives, Especially in North America

Declining traditional media face competition from the emergence of social media, search engines, independent research institutions, research-oriented advocacy organizations, independent news sites, and think tanks. Emphasis is placed on Canada and U.S., the remainder of the English-speaking media, and Euro-Asian media.

Seminar—Talk, Not PPT

The course is a graduate-style discussion course on assigned readings, current news, media limitations, social media, search engines, and many research-oriented organizations. Most weeks offer lists of quasi-academic and event-related readings. Students are expected to be prepared to assess concisely 1-3 assigned quasi-academic readings weekly depending upon reading length/complexity plus some event-related readings. Suggestions for deletion/addition/substitution are welcome.

Course Obligations

- Seminars (worth 40%)—students are expected to attend regularly and assess concisely 1-3 assigned readings weekly depending upon reading length/complexity;
- Research proposals (5%)—intended to help students excel at short-form assignments and enhance students' data and empirical research skills through feedback from the instructor. In some cases, written feedback may be sufficient to help guide the subsequent term paper to success. In other cases, F2F discussion may be needed;
- Research assignments (worth 55%)—a focus on data is intended to enhance the skill set growing most quickly in demand and thus boost post-B.A. prospects.

Paradigm—Actual News ≠ Reported News

Two core questions are

- How closely related are reported news and actual events/phenomena, and
- How do we assess the preceding hypothesis.

The Dramatic Restructuring of the Media Landscape

No textbooks. Students are encouraged to be aware of

- Tom Watson and Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012) as an illustration of owner chicanery,
- Neil Postman, *Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness* as an illustration of media superficiality,
- Timothy Crouse, *The Boys on the Bus* for group think or Gay Talese, *The Kingdom and the Power* on the mega-power of the NYT in its heyday
- Marshall McLuhan, *The Medium is the Message* on the then emerging power of television
- James Fallows, *Breaking the News* on the phoniness of journalists,
- On cognition in general, Daniel Kahneman's web lectures or, better still, his *Thinking, Slow and Fast* because of its significance for understanding how human beings think,
- The decline of conventional media as well as the decline of freedom of expression in the West,
- The emergence of social media, and
- The amazing rise of influential research institutions, think tanks, and research-oriented advocacy groups.

Who Might Enjoy 4003 Most?

Students who

- Find media fascinating,
- Are not wedded to any one explanation of media distortion,
- Accept the idea of competing explanations,
- Agree that knowing media requires knowing more than journalists,
- Thrill at the idea that a skilled student can produce value \geq a professor, and/or
- Want to use media and data skills from the course to enhance career futures.

Syllabus—a Menu of Readings with Three Purposes

The many possible readings below have three purposes:

- allow choice—each student can freely select approximately 1-3 depending on their length;
- deliver evidence—students are entitled to know whether there exists evidence to support whatever the instructor describes as happening; and
- provide guidance—students are welcome to request guidance about where they can find more information on a given theme.

Other Source Material

Students will benefit from regular access to

- orthodox traditional media such as CBC, CNN, Fox News, *Globe and Mail*, *National Post*, *Wall Street Journal*, *Times* (London), *Telegraph*, *Washington Post* and the many other media of the District of Columbia, *Singapore Straits-Times*, *Jerusalem Post*, *Times of India*.
- countless other new niche media such as salon.com, pjmedia, gatestone, mediaresearch.org, instapundit.com, discoverthenetworks.org, dailykos.com, townhall.com, , investigative project, jihad watch, politico, clarion, Middle East Forum, Tammy Bruce, the Tower, Daniel Pipes, israelunwired,

americanthinker, AEI, the Broadbent Institute, Daniel Pipes, PEW, Council on Foreign Affairs, CapX, the Henry Jackson Society, and memri.org,

- ❑ data and information companies such as Statista, Janes, Debka (unless deemed media only), and investment advisories such as Mauldin Economics.

Evaluation Details

Class Contributions (40%). Attendance is mandatory except for extenuating circumstances, which shall not be unreasonably denied. Students will be graded according to the quality of their weekly comments on 1-3 assigned readings. Students can also earn grades by comments on non-assigned media readings, reporting of events in the news, updates on their research assignments, and related matters. To replace or supplement oral contributions, students may submit 100-300 written words for possible cuLearn posting by EOD Sunday before the relevant class.

Research Proposals (5%; Sept. 22). 1-3 pagers on Sunday Sept. 22 with great clarity as to method. Proposals may be preceded or followed by F2F discussions with the instructor, also ungraded.

Term Papers/Assignments/Projects (55%; Nov. 17). They must be on an approved topic, originate with a research proposal, be modified if and as required, and receive written approval by the instructor for project authorization. Grades for the assignment, as for the course, can extend from A+ to well under B in rare cases.

Criteria for grading will normally be comprehensiveness, clarity, and replicability. More traditional style term papers will be graded by the usual standards. The deduction for lateness will be 10 points plus 3 points for every subsequent late day.

If students elect to do a team project, their proposal should be accompanied by a draft agreement among themselves, describing meticulously how duties are allocated.

Any conventional writing style is acceptable except that footnotes should be used, not end notes. All references should be complete, including page numbers and full, dated URLs when from the Internet. All papers should be evidentiary, using citations and documented verbatims liberally.

Term Paper—Topic Options

- A. Reporting on Dictatorships-an Empirical Study Using Primary Data and Comparing a Variety of Leftwing and Rightwing Media. An original, empirical, quantitative examination of media treatment or non-treatment of important events or phenomena since 1900 other than the Vietnam war. These are some options:
 1. Reporting on a 20th C. genocide such as Holocaust, Cambodia, or Rwanda;
 2. Stalin's Show Trials; Obituaries for Castro, Stalin, Mao, and/or other dictators across a large number of diverse media;
 3. the U.N. human rights apparatus, the murderous regimes that dominate it, and its conduct;
 4. portrayal of the Assad regime over the course of its history;
 5. Iran;
 6. China.
- B. Reporting on Oppression of Minorities—An Empirical Study. Analogous to option A, this compares the completeness of major world papers, leftwing and rightwing, in the coverage of
 1. Racially tinged outbreaks in the U.S.;
 2. Violence against Jews in the U.K. and/or Europe;
 3. Oppression of Christians or other minorities in Pakistan and/or the Arab world or Muslim; or
 4. Abuse of Muslims, Falun Gong, or Christians in China.

Key Dates

- ❑ Optional written substitutes/ supplements with respect to oral contributions: by EOD Sundays before class;
- ❑ Research proposal –by EOD Sept. 22;
- ❑ Mandatory assignments—on Nov. 17



- C. Reporting on Business and Economics—an Empirical Study Using Primary Data. Analogous to option A, this one involves comparing the accuracy and foresight of business papers (e.g. WSJ., GM, NP, Times of London etc.) in anticipating a small selection of major business or economic catastrophes.
- D. Explaining Internet News Success and Failure—an Empirical Study Using Secondary Data. Using objective, third party sources (e.g. Alexa, Statistica, etc.), provide either an overview of which online news sites that are unlinked to traditional media have grown or declined in visits and a detailed, thoughtful explanation of why.
- E. The Left-Right Paradigm in Media—an Empirical Study. Content analysis of how various leading media use the terms left and right and what they mean by the terms.
- F. Search Engine Bias—Part Traditional, Part Empirical. The traditional component involves an overview of the recent history of accommodating dictatorships, terrorists, and others. The empirical component involves experimental observation. The essay should review existing public debate about the ideological biases of Google and other search sources.

Term Paper—Instructor Permission. Students require written permission following proposal submission and possible revisions. Team projects require detailed statements of assigned tasks and the written consent of all team members.

Academic Infractions. Plagiarism or submitting the same paper from another course will result in a failing grade for the course.

Citation of Sources. An excellent set of sources and source is at www.library.ualberta.ca/guides/plagiarism/.

Early Performance Feedback. Upon written request, the instructor will provide early, ungraded guidance on the term paper and/or feedback on seminar contributions.

The Usefulness of Each Term Paper

The first class meeting will include an overview of the practical usefulness to the student of each research option.

Communicating with Professor Winn

Professor Winn is available by phone/email most times on weekdays. Students are asked to check their CU email addresses for possible email from the instructor the evening before class and at least one other time each teaching week.

Weekly Topics with Menus of Readings

1. Introduction (Sept. 5)

Readings before First Class

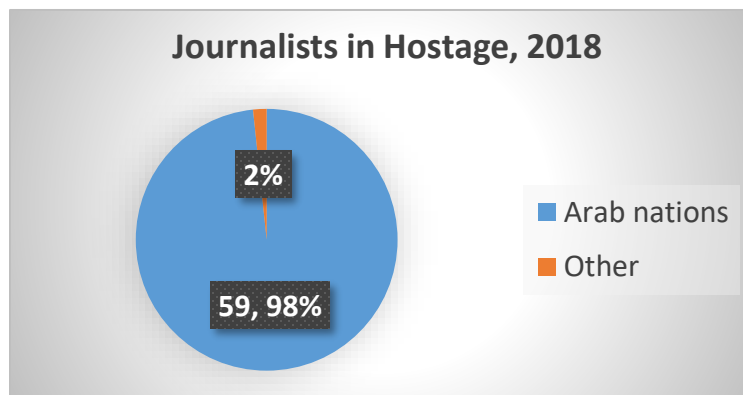
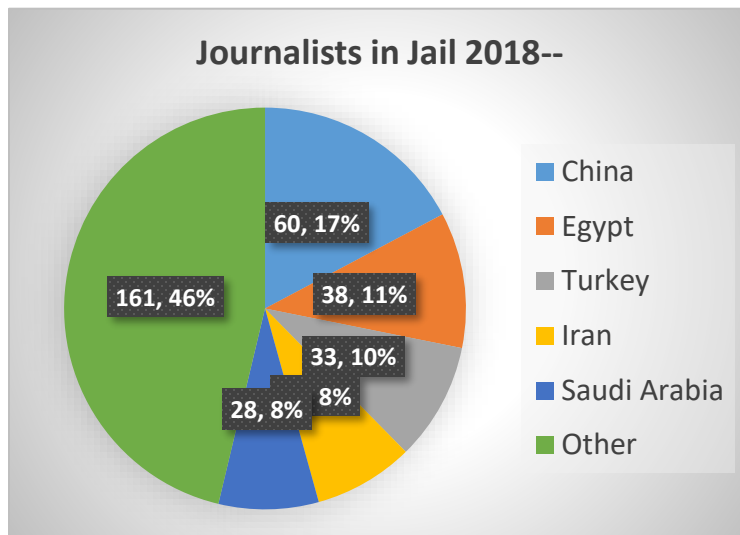
This syllabus.

Questions to Ponder

1. Do humans see themselves as rational? Are they? (Daniel Kahneman)
2. Why do media matter? (Consider the economic, gender, egalitarian, humanitarian, libertarian, psychiatric, military, and environmental effects of democracy)
3. How has the Internet affected old media, new media, and auxiliary media?
4. What should media never ignore? (Consider Stéphane Courtois, et al, *The Black Book of Communism*; R.J. Rummel, *Power Kills, China's Bloody Century, or Statistics of Democide*; Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective*)
5. Do media have organizational interests? How do the following each affect media quality—audiences, advertisers, public servants, governments, dictatorships, violent adversaries, mafia, police, the secret police, bribery, journalists' training, individual journalists' interests, newsmakers, owners, and journalists' cultures? (Consult *Dial M for Murdoch* and *Amusing Ourselves to Death* among others)
6. How do conflicts of interest affect media owners, management, and journalists? Can there be news without conflict of interest? When are journalists more trustworthy, on what kinds less so? Are all "journalists" journalists?
7. Business and political leaders—what do they turn to instead of media?

8. Relations between Canadian and U.S. media—what are the purported as opposed to actual relations?
9. During the McCarthy era, were North American media objective?
10. During the Viet-Nam war (1955-1975), what could North Americans have done to protect themselves against faulty reporting?
11. Today, what are the main risks of faulty reporting and what can North Americans do today to protect themselves?
12. In his debate with the genius Thomas Edison, what did Einstein insist was or ought to be the true value of university education? What was odd about Einstein's perspective?
13. What aspects of university life could make one wary of relying on academics for an understanding of society and media?

Basic Global Data from *Reporters without Borders*



Discussion of Syllabus and Projects

2. Internet and Social Media (September 12)

Questions to Ponder

- 1) What competed with media 75 years ago and what competes today?
- 2) How are the new media affecting the old?
- 3) Who are the winners and losers?
- 4) What are the positive and negative effects of the decline of old media and the emergence of new?
- 5) What can/ought to be done to accentuate the positive or neutralize the negative of the effects of new media?



Analysis

Brian D Loader and Dan Mercea (eds), *Social Media and Democracy: Innovations in Participatory Politics* (New York: Routledge: New York, 2012), chs. 1, 6, 7.

Jacqueline Botterill; Marian Bredin; Tim Dun, "Millennials' Media Use: It Is a Matter of Time," *Canadian Journal of Communication* 40 (2015) 3.

Benji Boxer, "What BuzzFeed's Data Tells About The Pricing Of Native Advertisements" at <http://www.forbes.com/sites/benjaminboxer/2013/09/10/what-buzzfeeds-data-tells-about-the-pricing-of-native-advertisements/2/#23ac22a65ce5>.

Walter Bragman, "The Sad Decline of VOX" at <https://www.pastemagazine.com/articles/2016/08/the-sad-decline-of-vox-how-a-once-promising-media.html>

Benjamin Mullin, "Digital Digging: How BuzzFeed built an investigative team inside a viral hit factory" at <http://www.poynter.org/2016/how-buzzfeed-built-an-investigative-team-from-the-ground-up/396656/>

"10 Sites Like BuzzFeed for Non Traditional News" at <https://turbofuture.com/internet/Sites-Like-Buzzfeed>

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

Kenneth Olmstead *et al.*, "Drudge Report: Small Operation, Large Influence" at <http://www.journalism.org/2011/05/09/drudge-report-small-operation-large-influence/> (May 9, 2011)

Drudge Report Sets Tone for National Political Coverage at <http://abcnews.go.com/WNT/story?id=2514276&page=1>.

Carr, David. "How Drudge Has Stayed on Top." *The New York Times*., 15 May 2011. Web. 22 Nov. 20163.

Anne Morse, "The First Rathergate," *National Review Online* (September 15, 2004).

Sutton, Kelsey, and Peter Sturme. "The Fall of Salon.com." *POLITICO* Media. Web. 22 Nov. 2016.

Staley, Oliver. "Twitter Is a Cultural Success and a Business Failure." *Quartz*, 25 Oct. 2016,

Misti McDaniel and David Perlman, "The Ascent of Blogging," *Nieman Reports*, Fall 2005, pp. 60-66. p. 61.

Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths* (2006)

Mutter, Alan D. "Why Online News Sites Keep Failing." *Los Angeles Times*. Los Angeles Times, 25 June 2015. at www.latimes.com/opinion/op-ed/la-oe-0625-mutter-news-startups-20150625-story.html>.

Shontell, Alyson. "Seven Secrets That Led To Huffington Post's \$315,000,000 Success." *Business Insider*, 07 Feb. 2011 at www.businessinsider.com/seven-secrets-that-led-to-huffington-posts-315000000-success-2011-2?op=1/#w-do-you-make-content-go-viral-1>.



"Washington.com Traffic Statistics." Huffingtonpost.com Traffic, Demographics and Competitors-Alexa. Alexa, 22 Mar. 2017. Web. 24. 2017. <<http://www.alexa.com/siteinfo/washingtonpost.com/#?sites=washingtonpost.com>>.

"The Washington Post Surges to 76 Million Monthly Users." The Washington Post. 14 Jan. 2016 at www.washingtonpost.com/pr/wp/2016/01/14/the-washington-post-surges-to-76-million-monthly-users-2/?utm_term=.42e936a7a7bb.

Lanier, Jaron, Ten Arguments for Deleting Your Social Media Accounts Right Now (2018)

Events

1. A pluralist Muslim leader on social media and the Internet as agents of extremism among children at <https://www.gatestoneinstitute.org/14586/radicalization-children-threat>
2. After Democratic candidate Tulsi Gabbard blocked by Google -- https://www.theblaze.com/news/tulsi-gabbard-campaign-sues-google-for-blocking-her-ads-after-first-democratic-debate?utm_source=Sailthru&utm_medium=email&utm_campaign=Daily-Newsletter_PM-Final%202019-07-25&utm_term=TheBlaze%20Daily%20PM%20-%20last%2070%20days
3. <http://www.danielpipes.org/blog/2016/11/uk-internet-provider-o2-blocks-me>
4. https://www.newsmax.com/streettalk/peter-thiel-google-tech-silicon-valley/2019/07/15/id/924410/?gdpr_consent=&gdpr=false
5. <https://www.youtube.com/watch?v=Uk2Dp4tYo8M&feature=youtu.be> Sen. Cruz interviews Zuckerberg
6. <https://www.youtube.com/watch?v=alasBxZsb40> Mike Wallace interview with Aldous Huxley on tech in 1958

3. Internet/Social Plus FOI/ATIP and Content Analysis (Sept. 19: Proposals due on Sept. 22)

Questions to Ponder about Freedom of Information and Access to Information

- 1) Primary vs. secondary analysis
- 2) Who does it, why, and why not?
 - a) Journalists
 - b) Political scientists
 - c) Private sector interests
 - d) Public sector interests
 - e) Individual officials
 - f) Citizens
- 3) How do governments vary?
- 4) Alternatives
- 5) Timelines
- 6) Tools for success

Questions to ponder about content analysis:

- 1) Why?
- 2) Why not?
- 3) What's the *sine qua non*?

Academic Analysis

Zephyr Teachout, "Google is coming after critics in academia and journalism. It's time to stop them," *Washington Post* at https://www.washingtonpost.com/news/posteverything/wp/2017/08/30/zephyr-teachout-google-is-coming-after-critics-in-academia-and-journalism-its-time-to-stop-them/?utm_term=.377df1c10bb74.

Bruns, A., Weller, K. (2014). Twitter data analytics – or: the pleasures and perils of studying Twitter. *Aslib Journal of Information Management* 66(3), DOI: 10.1108/AJIM-02-2014-0027.

Ceron, A., Curini, L., Iacus, S.M., Porro, G. (2013). Every tweet counts? How sentiment analysis of social media can improve our knowledge of citizens' political preferences with an application to Italy and France. *New Media and Society* 16(2), p.340-358. doi: 10.1177/1461444813480466.

Desai, M., Mehta, M.A. (2016). Techniques for Sentiment Analysis of Twitter Data. *Computing, Communication and Automation (Conference)*. doi: 10.1109/CCAA.2016.7813707.

Greenwood, S., Perrin, A., Duggan, M. (2016, Nov 11). "Social Media Update 2016." Pew Research Centre. Retrieved from <http://www.pewinternet.org/2016/11/11/social-media-update-2016/>.

Wong, F.M.F., Tan, C.W., Sen, S., Chiang, M. (2016). Quantifying Political Leaning from Tweets, Retweets, and Retweeters. IEEE Transactions on Knowledge and Data Engineering, 28(8), p.2158-2172. Retrieved from http://journals2.scholarsportal.info.proxy.library.carleton.ca/pdf/10414347/v28i0008/2158_qplfrar.xml.

"Huffingtonpost.com Traffic Statistics." Huffingtonpost.com Traffic, Demographics and Competitors-Alexa. Alexa, 22 Mar. 2017. Web. 24. 2017. <<http://www.alexa.com/siteinfo/huffingtonpost.com/#?sites=huffingtonpost.com>>.

"Huffingtonpost.com Traffic Statistics." SimilarWeb. SimilarWeb, 17 Fe. 2017. Web. 24 Mar. 2017. <<https://www.similarweb.com/website/huffingtonpost.com>>.

Jamie Brownlee *Access to Information and Social Justice* (Winnipeg: AKPress, 2015)

Michel Drapeau, ed., *Federal Access to Information and Privacy Legislation Annotated 2017* (Thomson Reuters, 2017)

Access to Information Coordinators at <https://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/atip-airpr/coord-eng.asp>

For a concise overview of FOI requests: http://guides.library.ubc.ca/ld.php?content_id=29935681

For an example of counter-strategies: <http://globalnews.ca/news/3625458/nova-scotia-minister-used-private-email/>

Events Reading

1. https://townhall.com/columnists/dennisprager/2019/08/06/america-is-drowning-in-the-lefts-lies-about-trump-n2551237?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=08/06/2019&bcid=511feb_e778977e32122a4bc6fae0b3b5&recip=28535281
2. <https://www.thepostmillennial.com/breaking-twitter-reverses-ban-of-lindsay-shepherd-after-international-outrage/>
3. <https://www.c-span.org/video/?c4808035/googles-election> Senate interview with psychologist Dr. Robert Epstein
4. <https://israelunwired.com/jewish-conservative-female-journalist-banned-from-facebook-instagram-and-twitter/>
5. Amazon Purges Reviews of Bestselling Anti-Obama Book -- https://pjmedia.com/trending/amazon-purges-reviews-of-bestselling-anti-obama-book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a1c635f3bfdb5b30e5ef75089eea428f&recip=28551259
6. <https://www.axios.com/robert-mueller-donald-trump-social-media-reach-0586790d-711f-42fe-b3e1-21acc54cdfa6.html>

4. Cognitive Constraint and the Academy (Sept. 26)

Questions to ponder

- 1) What underlying point is shared by the following questions?
 - a. Is there any truth that Asian Canadians lacked the vote, Holocaust orphans were prohibited entry, Italians saved Canada, and Quebecers built Canada's identity?
 - b. When were Brits illiterate and lacking houses and which tertiary country today was the centre of the planet then?
 - c. Which Arab city was the centre of global civilization, when, and why?
 - d. How do the reading habits of 15 million Greeks compare with 440 million Arabs? How do Jewish and Muslim populations and Nobel prize winners match up? How does the GDP of 22 Arab countries with half the world's petroleum compare to Canada's? What happened?
 - e. How does China compare today with 1960 and the 15th C.?
 - f. How have the Russian and Chinese roles changed in 65 years? What happened?
- 2) What is the underlying point of the following questions?
 - a. What effect did Obama's anti-petroleum commitment have on the U.S. as an energy power and on Canada as an energy exporter?
 - b. What contribution did affirmative action make to the educational achievement of African-Americans?
- 3) Re the human brain
 - a. Cognitive miserliness—what does it mean?
 - b. How does the human brain's investigative habit compare with its rationalizing habit?
 - c. How do intelligence and higher education affect objectivity?

- d. Does the Kahneman story of comedian Danny Kaye sum up the human condition?
- 4) Re universities,
- a. How do academics affect the minds of journalists and other elites?
 - b. Is there evidence of such effects?
 - c. What have been the roles of universities in totalitarianism and genocide?
 - d. What is known about their totalitarian inclinations in the 1930's, post-WWII period, and today?
 - e. Is there significance in the pervasive absence of data across political science?

Analysis

Review Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2012), especially Parts I-III.

Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)

Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003

"Faculty Follies," *The New Criterion* (June, 2005)

Katie Zavadski on Julio Pino at <http://www.thedailybeast.com/articles/2016/01/20/kent-state-professor-posted-isis-pictures-on-facebook.html>.

Sean Illing, "The Left has an Islam Problem: If liberals won't come to terms with religious extremism, the xenophobic right will carry the day," www.salon.com (left liberal website) at http://www.salon.com/2015/11/17/the_left_has_an_islam_problem_if_liberals_wont_come_to_terms_with_religious_extremism_the_xenophobic_right_will_carry_the_day/.

"A Thank you to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more...." in *Weekly Standard* Vol. 010 (June 20, 2005) 38.

E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)

David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006) and his *Unholy Alliance: Radical Islam and the American Left* (Regnery, 2004)

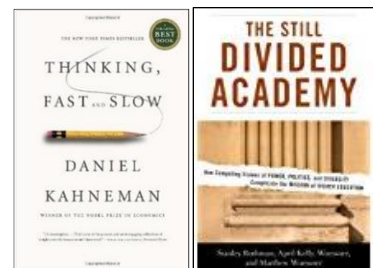
Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009) http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles

Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005

Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303

Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65

Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1) and/or Stanley Rothman, April Kelly-Woessner, and Matthew Woessner, *The Still Divided Academy* (Lanham, Md: Rowan and Littlefield, 2011), which builds on the classic work, *The Divided Academy* (1976) by Everett Ladd and Seymour Lipset, the political sociologist often considered among the greatest half dozen social scientists ever.



http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf. David Horowitz and Ben Johnson, Campus Support for Terrorism (Center for the Study of Popular Culture, 2004).

http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1

<http://www.discoverthenetworks.org/ShadowParty.asp>

Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)

http://beta.townhall.com/columnists/jackkerwick/2016/04/07/leftist-groupthink-in-academia-n2144925?utm_source=thdaily&utm_medium=email&utm_campaign=nl&newsletterad=

Events

1. Peter Schweitzer, *Secret Empires: How the American Political Class Hides Corruption and Enriches Family and Friends* (HarperCollins, 2018).
2. See also Schweitzer's *Clinton Cash: The Untold Story of How and Why Foreign Governments and Businesses Helped Make Bill and Hillary Rich* (Harper, 2015)

5. Leftwing Minds, Rightwing Minds, and Media Mindsets (Oct. 3)

Questions to ponder

- 1) The left-right paradigm—how is its plausibility constrained by
 - a. The conduct of tyrants
 - b. The existing obligations of governments
 - c. Politicians' self-dealing
 - d. Contradictions between closely related schools of thought
 - e. Internal inconsistencies
 - f. The complex impacts of outputs
 - g. Lack of data and lack of knowledge of data
 - h. Absence of accountability within schools of thought
 - i. Media misreporting
- 2) What's its origin and cross-cultural use?
- 3) Why is the left-right paradigm so popular?

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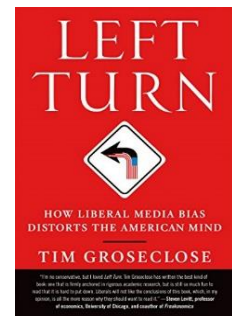
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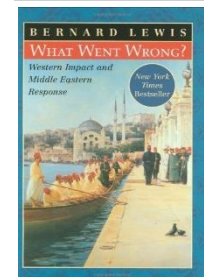
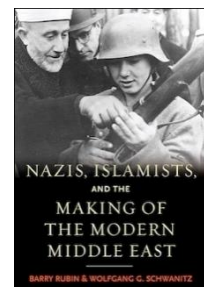
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9. Hollywood, Think Tanks, and Trump (Nov. 7).

Questions to Ponder

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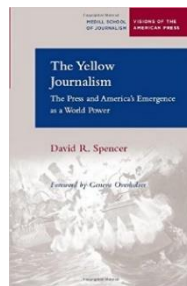
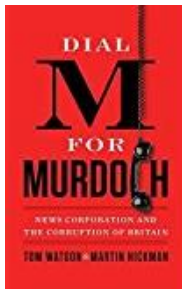
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10. Publishers and Scoundrels (Nov. 14; Papers due on Nov. 17)



Questions to ponder

- 1) Who were they, have they been, will they be;
- 2) What are their threats, and what can be done;
- 3) What might Rupert Murdoch, Pulitzer, Randolph Hearst, Lord Beaverbrook, Berlusconi, Conrad Black, Ted Turner, Robert Maxwell, the Peladeau's, and Lord Beaverbrook have in common;
- 4) Who are the bosses of "public" broadcasting and what challenges might they pose;
- 5) Does Silicon Valley replace Fleet Street and what threat does it pose;
- 6) How does government actually control content;
- 7) What might be the "hidden hand" of corrupt influence;
- 8) Where do cross-border media interests fit; and
- 9) How do media barons' interests converge with or diverge from the interests of, say, Wall Street as opposed to the *Wall Street Journal*.

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11. Scribes and Spin (Nov 21)

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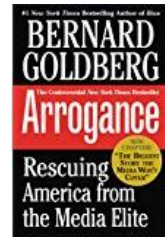
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Jim A. Kuypers, *Press Bias and Politics: How the Media Frame Controversial Issues* (Praeger: London, 2002)

<http://www.commentarymagazine.com/2013/01/30/media-bias-in-the-age-of-obama/>

Cenk Uyghur on MSM bias <https://www.youtube.com/watch?v=DNQoeRuGkD8>
<https://www.youtube.com/watch?v=0yWj3RWB8Ok>.



Events

1. <https://www.prageru.com/video/the-charlottesville-lie/> 20190805
2. <https://www.gatestoneinstitute.org/14518/sweden-is-at-war>
3. <https://video.foxnews.com/v/6068763187001/> Media covers Texas, but little on Ohio and almost nothing on Chicago
4. <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families' 20150928

Discussion

1. Detailed review and presentations by a few students of their research projects with more to be presented and reviewed in coming weeks

12. Manipulation and Multiplication (Nov. 28)

Questions to Ponder

For students to recommend

Academic Analysis

Livingston, Steven. *Clarifying The CNN Effect: An Examination of Media Effects According to Types of Military Intervention*. http://www.ksg.harvard.edu/presspol/Research_Publications/Papers/Research_Papers/R18.pdf.

Arnold Beichman, *CNN's Cold War Documentary: Issues and Controversy* (April 2000).

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Daniel M. Kimmel, *The Fourth Network: How Fox Broke the Rules and Reinvented Television* (Chicago, 2004)

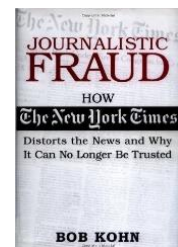
Stefano Della Vigna and Ethan Kaplan, "The Fox News Effect: Media Bias and Voting" <http://elsa.berkeley.edu/~sdellavi/wp/foxvote06-03-30.pdf> (Berkeley, 2006)

Dave Eberhart, "How the Blogs Torpedoed Dan Rather," NewsMax.com <http://www.newsmax.com/archives/articles/2005/1/28/172943.shtml>, Monday, Jan. 31, 2005.

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Lindsey Tanner, "Study Finds One-third of Medical Studies are Wrong," Associated Press, July 13, 2005.



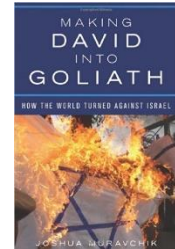
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<http://www.youtube.com/watch?v=jvLLL2RFfmg>>.

Paul Marshall, *Their Blood Cries Out* (Dallas: Word, 1997).

Clifford D. May, "Blood Libel: Chirac Should Acknowledge that Israelis didn't Kill Mohammed al-Durra," Scripps Howard News Service, March 3, 2005.

Joshua Muravchik, *Making David into Goliath: How the World Turned Against Israel* (New York: Encounter Books, 2014)

Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press. 2006). See also the review in POQ (fall, 2006).



Events Reading

1. <https://theintercept.com/2019/05/03/biden-son-china-business/>
2. <https://video.foxnews.com/v/6068062149001/#sp=show-clips> Niall Ferguson: President Trump woke the nation to the threat posed by China
3. <https://www.gatestoneinstitute.org/14362/germany-self-censorship>
4. Mollie Hemingway and Carrie Severino, *Justice on Trial* (Regnery, 2019); see also https://thefederalist.com/2019/07/11/amazon-blocking-reviews-1-best-selling-justice-trial/?utm_source=The+Federalist+List&utm_campaign=98097ce2df-RSS+The+Federalist+Daily+Updates+w+Transom&utm_medium=email&utm_term=0_cfc868ceb-98097ce2df-84093811
5. https://thefederalist.com/2019/07/11/lawmakers-weigh-revoking-section-230-regulate-big-tech-companies/?utm_source=The+Federalist+List&utm_campaign=98097ce2df-RSS+The+Federalist+Daily+Updates+w+Transom&utm_medium=email&utm_term=0_cfc868ceb-98097ce2df-84093811
6. <https://www.youtube.com/watch?v=aucDmK5E4bU> How BBC Bias Works
7. <https://pjmedia.com/trending/california-scrubs-arrest-reports-from-kamala-harris-years/>
8. <https://www.gatestoneinstitute.org/14678/free-speech-france-germany-internet>

Discussion

1. Time permitting, review and presentation by some students of research projects not previously discussed.

13. Review (Dec. 5)

Question(s) to ponder and discuss

1. Main themes of the course--what did the course emphasize, miss, why, and why not; and how could it be improved
2. Review and presentations by students of each of their research projects not previously discussed

Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Plagiarism

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

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;

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

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

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

Submission and Return of Term Work

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

Grading

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

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

Approval of final grades

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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