Proposal for IPAF 4900 Research Experience Course Offering

Instructions for faculty member proposing the research experience:

1. Please fill out the information about the research experience requested in the form below. The completed form will be posted on the IPAF 4900 web site. When completing the form, please don’t include anything you would not wish to have posted in a public place.
2. Forward the form to your undergraduate supervisor for approval. For faculty members in units without undergraduate programs, please forward to your chair or director.

Instructions for undergraduate supervisor:

1. Please review the research experience to make sure that the information provided is clear, and that the research experience provides a meaningful learning opportunity for the student, and is in other respects satisfactory.
2. Once you are satisfied with the proposed research experience course offering, forward this document to FPA.Research.Experience@carleton.ca (the Office of the Dean, Faculty of Public Affairs), indicating your approval of the research experience.

Submission deadlines for this form are March 31st (for projects to be carried out in the summer term or the fall term), July 15th (for projects in the fall or the winter term) and October 15th (for projects in the winter or the summer term).

Next steps:

You will be notified once the project is posted on the IPAF web site. Please bring it to the attention of potential candidates.

The application deadlines for students to apply for IPAF 4900 are April 30th (for IPAF 4900 opportunities in the summer or fall term), August 15th (for fall and winter term opportunities) and November 15th (to take IPAF 4900 in the winter or summer term).

Successful applicants are chosen by the undergraduate supervisor, together with the supervising faculty member. When the supervising faculty member is the undergraduate supervisor, the Associate Dean, Planning and Curriculum will assist in choosing the successful applicant.
IPAF 4900: Research Experience Opportunity

Project Title: Elections Are Everything and Nothing, Summer, 2017

Supervisor: Conrad Winn

Unit: Political Science

Description of project:
A study of the impact of elections on policy outcomes. The two aspects of the study are

- The impact of having electoral democracy on life expectancy, health quality, gender equality, the health and safety of children, the environment, and related benefits, plus
- The irregularly predictable effects of which party forms a government on the policy outcomes at the core of the traditional left-right spectrum—economic equality for the left and small government for the right in domestic policy and support for related principles in foreign policy.

Number of students required:
Potentially three or more.

Research duties:
Duties will be assigned by prior agreement according to the interests of the student and the student’s perception of the value of the skills acquired as a result of specializing in given tasks. The table below provides a partial list of potential tasks and the longterm value of each for a student undertaking the task. Except when stated otherwise, these tasks focus on data or experiences above all in the US, UK and Canada with possible secondary emphasis on France and Germany.

Students thinking of enrolling are welcome to consult Conrad Winn as well as the students who participated in the other 4900 under his supervision in winter, 2017. Please contact Professor Winn at conrad.winn@carleton.ca with any questions or queries as well as for the contact information of students who could share their own 4900 experiences.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Tasks and Approach</th>
<th>Value to the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>NA</td>
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<tr>
<td>PART I: THE BENEFITS OF DEMOCRACY AND REALITIES OF THE CONSTRAINTS ON DEMOCRATIC CHANGE</td>
<td></td>
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<tr>
<td>2.</td>
<td>The Benefits of Electoral Democracy</td>
<td>Data on the benefits in terms of life expectancy, health, gender equality, ethno-racial equality, pluralism, and the environment</td>
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<tr>
<td>3.</td>
<td>Age-Old Constraints on What a Change of Government Can do</td>
<td>An overview of long understood constraints on government choices: history, culture, the law (courts), and geography with a special emphasis on the literature on the UK and US, perhaps France or Germany but not necessarily Canada.</td>
</tr>
<tr>
<td>4.</td>
<td>New Constraints</td>
<td>Bureaucracies, budgets, technology, and trade. NA to the 4900 because assistance may not needed here.</td>
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<td></td>
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<tr>
<td>PART II: THE MYTHOLOGIES OF LEFT AND RIGHT</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>The Left-Right Mistake</td>
<td>History of a myth (i.e. the idea of left vs right explains everything)</td>
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</table>
6. **Elite Love Affairs with the Myth**  
   Based on new opinion research to be carried out among journalists and academics and perhaps other audiences. The project would welcome organizational assistance.  
   Assistance with this task would enhance a student’s mastery of public opinion research. Prof. Winn has carried out more than a thousand surveys in countries on every continent.

7. **The Left-Right Myth and Media Inconsistency**  
   The project would welcome assistance with content analysis.  
   Assistance with this task would enhance a student’s mastery of a key research technique. Prof. Winn’s experience of content analysis includes a number of books and scientific studies using the technique.

### PART III: LEFT AND RIGHT—WHERE THEY DIFFER OR DON’T DIFFER

<table>
<thead>
<tr>
<th>8. Growth and Equality</th>
<th>The effects of government roles on economic performance and equality. We may need some bibliographic search assistance.</th>
<th>Knowledge of this subject would increase the student’s value in policy roles in and outside government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Taxation and the Irrelevance of Left and Right Paradigm</td>
<td>Bibliographic and analytic assistance in respect of studying the extent to which left and right governments differ predictably in their effective taxation policies.</td>
<td>Similar to the preceding.</td>
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<tr>
<td>10. Monetary Policy and the Irrelevance of Left and Right Paradigm</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>11. Trade</td>
<td>A study of the evolving, varied and reversing positions of left and right on trade. The project could benefit from bibliographic, analytic, and content-analytic assistance.</td>
<td>Knowledge of this subject would increase the student’s value in policy roles in and outside government.</td>
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<tr>
<td>12. Social Programs</td>
<td>Social welfare and assistance programs—intended to attenuate inequality, they often achieve intergenerational dependency. Health policies—intended to attenuate inequality, they can achieve somewhat of the opposite. We are looking for assistance in finding objective metrics of the impacts of social policies under different governments.</td>
<td>Knowledge of this subject would increase the student’s value in policy roles in and outside government.</td>
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<tr>
<td>13. Education</td>
<td>A study of changes in educational focus and subprograms under left and right governments.</td>
<td>Similar to above</td>
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<tr>
<td>14. Disabilities</td>
<td>A comparison of left and right governments in respect of their support for people with disabilities. People with disabilities are by far the most disadvantaged members of society but are often ignored by parties that emphasize the importance of equality.</td>
<td>Similar to above</td>
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<tr>
<td>15. Foreign Policy</td>
<td>A comparison of left and right governments in their foreign policy priorities.</td>
<td>Similar to above</td>
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<tr>
<td>16. Defence Policy</td>
<td>Analogous to the preceding, the defence policy research would explore how changes of government affect the salary, training benefits, and life considerations of military personnel at the bottom and top of the hierarchy.</td>
<td>Similar to above</td>
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<tr>
<td>17. Conclusion</td>
<td>TBD</td>
<td>NA</td>
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</table>

### Learning and reflection activities:

*Required learning and reflection activities to be carried out over and above the contribution to the research project, for example, completion of assigned readings, weekly journal, end-of-term essay.*

Each week, the instructor and each student would
- set a target for the expertise to be learned or developed that week with an eye on both its value for the project and for the student’s own career development, followed by
- A quick written assessment of success and next steps for learning.
Learning outcomes:
*Knowledge and capabilities the research experience will build.*

As specified immediately above, the principal investigator would collaborate with each student
- at the beginning of the course to identify the student’s research focus and the skillset(s) to be developed for subsequent use in graduate school or in the work world, followed by
- weekly/biweekly targets and reviews of each skillset and its progress.

Students who enrolled in the summer, 2017 version of this course will be available to answer any questions or describe their experiences for the benefit of students thinking of enrolling in the fall, 2017 version.

**Evaluation Criteria:**
*Course component, submission deadline, weight, brief description. At least 50 percent of the course grade should be based on written work.*

Most of the course work will be assessed on written work, to the extent possible on the basis of weekly or biweekly reports of achievements accomplished even if these reports may sometimes be very brief depending on the nature of the completed tasks.

**Skills or knowledge required:**
*For example, software or language skills; pre-requisite courses.*

No pre-requisites required.

**Any required health and safety training:**
None

**Other considerations:**

We have no other requirements but are receptive to information about skillsets that students may wish to contribute and skillsets they may wish to acquire.

**Application instructions:**
*Participants are selected on the basis of merit and fit with the research project. Please submit a CV, transcript, and cover letter indicating why you are interested in and qualified for this research experience to the undergraduate administrator of the unit listed above. The application deadline is normally April 30th (for IPAF 4900 opportunities in the summer or fall term), August 15th (for fall and winter term opportunities) and November 15th (to take IPAF 4900 in the winter or summer term). Only students with a GPA of 9.5 or higher and at least third year honours standing will be considered.*

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To find out more about IPAF 4900, please visit: http://carleton.ca/fpa/ipaf-main/