

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

**PSCI 2401 A**  
**Public Affairs Analysis**  
**Wednesday 8:35 to 10:25 Tory 342**

**I General Information**

Instructor: Professor Conrad Winn ([conrad.winn@carleton.ca](mailto:conrad.winn@carleton.ca)), Loeb 676.

Office hours (some hours will be in person in Loeb 676, others will be by MS Teams) and classes:

- in person – Tuesdays and Wednesdays 14:45-16:15 in all weeks except not the last week before mid-term break or the last week of teaching; pre-scheduling not requested;
- via telecom using MS Teams or telephone – Monday and Friday mornings, 9:00-11:00 plus other days when available; pre-scheduling needed >3 hours in advance via email;
- two special weeks – (a) Teaching will be remote via MS Teams during the week before mid-term break and the week before final exam period. (b) During those two weeks, office hours will be via telecom on Monday (9:00-11:00), Tuesday and Wednesday (14:45-16:15), and Friday (9:00-11:00). The Section VI table lists special dates and requirements in the course.

**II Course Description**

**Ila An Introductory Overview of Government Policies, Policy-Making, Communications, and Policy Effects**

The course is a primer on politics with an emphasis on government policy/public affairs/PR/communications/lobbying. The analysis of politics is troubled by uncertainties, for example:

1. accuracy – differences between (a) what governments say vs. what they do, (b) actual events vs. how events are reported in the media;
2. words – meaning may vary by setting, e.g. the terms lobbying vs. public affairs, sometimes synonyms, sometimes not;
3. quantitative analysis — customarily more accurate than qualitative analysis, yet vulnerable to false data or analysis;
4. big tech – valuable because of ease of communication, yet susceptible to monopolistic practices, exploitation, espionage, and censorship;

**Syllabus Sections II to VI**

- Much detail is presented in the syllabus partly for the benefit of students who request lots of course information in advance.
- The section VI table will ease organizational efforts. It includes test and term paper dates.
- Other content will be discussed in class with comments welcome.

5. independent researchers –valuable when their knowledge is deeper and/or freer than that of academics and yet, like other humans, vulnerable to misunderstanding, fear, and bribery;
6. policy effects – differences between claimed effects and actual effects;
7. media -- differences between what journalists may know vs. what they report while costs/risks of reporting can dwarf what audiences/advertisers are willing to pay for;
8. human limitations – human tendencies to wishful thinking and simplistic thinking vs. the sometimes great complexity and unexpected effects of government policy.

The title of the course, Public Affairs Analysis, can mean three things – (a) politics in general, (b) communications and persuasion for competitive advantage and/or (c) the analysis of lobbying. Communications or public affairs strategy could aim to change how voters feel about policies, political players, groups in society, or foreign governments.

In practice, the course focuses on politics in general with some emphasis on communications/persuasion and ideas in politics and errors/omissions in media or books. This tendency may provide students with competitive career advantages (see red bar on the right).

## **IIb Why Government Policies May Succeed or Fail**

Sometimes governments' re-election failures arise from policy failures. The following are factors that may limit the ability of governments to make their programs effective:

1. simple-mindedness – policy-makers and journalists may succumb to wishful thinking, over-estimating positive effects of policies and under-estimating complexity or the negative;
2. obscurantism – governments may avoid objective or any measurement of policy effectiveness;
3. inequality – governments may burden younger generations later with debt incurred for the benefit of older generations today;
4. inattention to defence – a common failure to acknowledge foreign threats to democracies may limit the effectiveness of defence policies;

### **Designing the Course with Your Career Advantage in Mind**

- Communications The course places some emphasis on communications and persuasion. This could offer a career advantage among (a) governments given public concerns about spending/debt/inflation and among (b) businesses given challenges posed by AI, energy policies, relations with China, political corruption and/or other matters.
- Errors and Omissions Lectures may include mini-discussion of what the assigned reading may have (a) gotten wrong or (b) omitted plus (c) how these errors/gaps might be turned into career/business advantages for you.
- Term Paper Flexibility Employers and graduate schools may be impressed by specialized knowledge/skills relevant to their interests. With this in mind, term paper topics outside those pre-authorized (section VII table) may be accepted in writing if proposed in writing in September.

5. journalism – the death and/or decline of newspapers plus the relative absence of metric-minded critics in media/universities/think tanks may thwart policy assessment and hence effectiveness.

### **IIC Dilemmas that May Affect Policy Success**

Policy dilemmas are important because they may impede success. Dilemmas may involve excess...

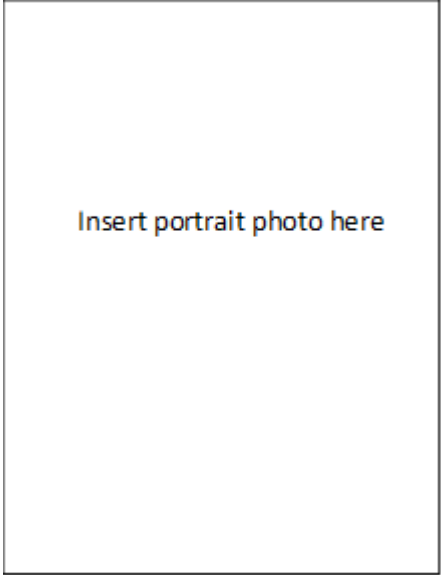
- inconsistency – discrepancies that separate the stated intents of a policy from true intents and/or actual policy effects;
- unawareness – policies may not work as intended because policy designers may resemble scientists in history in not always knowing the true causes of what they are trying to solve and/or ignoring the true effects of their solutions;
- ideology – parties of ostensible left or ostensible right may over-emphasize ideology without realizing that parties have reversed principles/policies in the past and that principles alone do not guarantee that policies achieve their intended goals;
- partisanship – far more investment in how to win than how to govern.

The preceding dilemmas of excess are made worse by scarce measurement – policy designers and expert commentators often lack the design training or skills essential for assessing accurately the true effects of a policy.

### **IId Conrad Winn – Ten Bio Features and Possible Relevance to the Course**

The following are ten biographical features with concise comment on how each might be relevant to the course:

1. >50 years as univ prof – reveals commitment;
2. high media and quant research experience (books, polls, consulting), zero medicine credentials – value;
3. books/articles on broadcasting/media/parties/elections/ terror/extremism etc. – interests;
4. indigenous/aboriginal research F2F and surveys, all provinces and NWT for >decade – experience;
5. bilingual – enabled exposure to QC nationalists;
6. many meetings with UK/US/Cdn govt leaders, officials, and media – a sense of practicality;
7. chair, inter-departmental AI research project – reveals an inclination to value technology;
8. >1000 polls for scholarship/media/govt/business/unions/charities – quant. knowledge/experience;
9. doesn't always vote – nonpartisan caution;
10. backed many student job bids, values dissent – attitude.



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### III Format – Lectures, Discussions, Tests, and Term Papers

Key organizational features of the course are:

- a. Brightspace – for announcements and assignment submission;
- b. MS Teams – for two lectures plus discussions outside class time;
- c. Multiple choice tests – dates shown in sections VI and VIII. First tests may place more emphasis on syllabus and term paper methods;
- d. Lectures – may suggest discussion themes;
- e. Discussion in lectures – please interrupt to ask a question or disagree courteously on anything;
- f. Office hours/scheduling conversations – section I.
- g. Test and term paper upload dates – sections VI or VIII.

#### Short Tests

Compulsory, the final test is worth 10%. Other six tests are worth 30% altogether. The mean of the top four will determine the grade for these six tests. Replacements for the first two missed tests will not normally be available.

Test questions may ask about

- lectures,
- assigned reading,
- syllabus and/or
- some news.

### IV Learning Outcomes

The ensuing matrix lists some desirable course outcomes for you, their upsides, and their downsides.

Desirable Outcome	Upside	Downside
Media – focus on government opponents and niche sources	Higher chance of (a) spotting differences between stated vs. actual policy effects or (b) forecasting adversaries' future actions.	Humans uneasy with content they may disagree with.
Research – in depth	Higher success in courses/PA/jobs	Takes time and skill
Think tanks, new media, data – know more	More success in policy analysis, publication, career advancement	Some people uneasy with data
Quant/empirical – skills	Enhances comfort, publication, prospects.	Takes effort
Deadlines – satisfy	Vital for success.	Requires alertness
Creative thinking – stress	Heightened capability in policy analysis or PA	Focus is essential

### V Texts/Readings.Lectures/Sources and Messaging Professor Winn

#### Va Texts—Available in Carleton Bookstore

[a] Lydia Miljan, *Public Policy in Canada: an Introduction* (Don Mills: Oxford, 8<sup>th</sup> ed.), available from the Carleton University book store. [b] Robert F. Kennedy Jr., *The Real Anthony Fauci: Bill Gates, Big Pharma, and the Global War on Democracy and Public Health*, available through the Carleton University bookstore, RFK Jr.'s [childrenshealthdefense.org](https://www.childrenshealthdefense.org), or possibly through a local bookstore.

Please feel free to embrace both books, only one, or a third perspective. Both books are successful – the first in its 8<sup>th</sup> edition, the second selling more than a million copies within months of recent publication.

## Vb Lectures, Testing, Disagreement, and Sources

Please note:

- queries and disagreement are welcome in or outside class;
- short multiple-choice tests will begin in classes as noted in sections VI and VIII;
- Prof. Winn's view that the debatable and sometimes deceptive nature of politics requires awareness of many diverse readings.

## Vc Weekly and Other Source Material

Weekly readings will normally entail textbook and perhaps other readings described in section VIII plus occasional, current readings noted on Brightspace. Students will also benefit from access to

- traditional or legacy media, keeping in mind that financial constraint may affect their knowledge while partisanship or fear of dictatorships may limit what they say;
- ostensibly rightwing broadcasters such as Fox News, Australian Sky News, and niche broadcasters in the U.K. are sometimes better forecasters (e.g. Boris Johnson's 2019 re-alignment victory) plus
- new media/think tanks/researchers almost irrespective of party choice.

### Three Rules for Winning Media Strategies

- Mainstream media – emphasize media opposing party in power in a given year;
- Supplement with the books/newsletters of experts, think tanks etc.
- Verify what you learn from preceding with access to reliable data and analysis.

Even occasional, direct access to independent journalists/media/think tanks/researchers is better than secondary portrayals. Students might even benefit from awareness of dictatorship-controlled media, e.g. RT Television or Al Jazeera. Qatar created AJ and funds U.S. universities heavily to compete with Saudi Arabia's greater military, economy, and influence. Al Jazeera's English language network pretends to be enlightened, non-discriminatory, and non misogynist.

One of the bigger media changes in the past generation has been the explosion of special purpose think tanks, research institutions, and independent researchers. The following is a partial list:

Blaze, salon.com, gatestoneinstitute.org, sultanknish, honestreporting.com/ca, pjmedia.com, littlegreenfootballs.com, mediaresearch.org, instapundit.com, aibr.org, <https://www.politico.com>, [www.meforum.org](http://www.meforum.org), [dailykos.com](http://dailykos.com), [townhall.com](http://townhall.com) [danielpipes.org](http://danielpipes.org), [memri.org](http://memri.org), C.D.Howe, Fraser, Macdonald Laurier, [www.japantimes.co.jp](http://www.japantimes.co.jp), [thetower.org](http://thetower.org), [www.gatestoneinstitute.org](http://www.gatestoneinstitute.org), <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families', [www.jihadwatch.org](http://www.jihadwatch.org), [www.investigativeproject.org](http://www.investigativeproject.org), <https://herald.report/al-jazeera-should-be-shut-down-in-the-us-for-engaging-in-espionage/>, [www.wnd.com](http://www.wnd.com), <https://pressprogress.ca/statistics-canada-finds-new-evidence-multinational-corporations-are-dodging-canadian-taxes/>, <https://youtu.be/mo3LpGOFIAY> (Peter Schweizer on exposing Obama-era corruption in new book), <https://youtu.be/6ZCrkyFeFGY> (Steyn on Democrats knowing what Bill Clinton was

doing), <https://www.burlingtonfreepress.com/story/news/local/2019/04/17/campus-free-speech-middlebury-college-charles-murray-european-parliament-ryszard-legutko/3494450002/>, <https://tammybruce.com/2019/07/ayaan-hirsi-ali-on-ilhan-omar-and-the-roots-of-somali-anti-semitism.html>, [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](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), [www.newsmax.com](http://www.newsmax.com), <https://israelunwired.com/jewish-conservative-female-journalist-banned-from-facebook-instagram-and-twitter/>, [https://pjmedia.com/trending/amazon-purges-reviews-of-best-selling-anti-obama-book/?utm\\_source=pjmedia&utm\\_medium=email&utm\\_campaign=nl\\_pm&newsletterad=&bciid=a1c635f3bfdb5b30e5ef75089eea428f&recip=28551259](https://pjmedia.com/trending/amazon-purges-reviews-of-best-selling-anti-obama-book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bciid=a1c635f3bfdb5b30e5ef75089eea428f&recip=28551259), [https://www.americanthinker.com/articles/2019/07/big\\_tech\\_and\\_the\\_deep\\_history\\_of\\_free\\_speech.html](https://www.americanthinker.com/articles/2019/07/big_tech_and_the_deep_history_of_free_speech.html).

## Vd Communicating with Professor Winn and University Rules

Please observe university rules including use of Carleton email only, your name as it is known by the university, Word and Excel but no PDF's, and submission via Brightspace by deadline.

## VI Evaluation at a Glance

Task	Date	% of Total	Extension Dates	Comments
A. Questions about term paper/research	Timely in September	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible, ideally in September.
B. Seven short multiple choice tests at the beginning of class.	<ul style="list-style-type: none"> <li>o Sept. 20</li> <li>o Sept. 27</li> <li>o Oct. 11</li> <li>o Nov. 1</li> <li>o Nov. 8</li> <li>o Nov. 22</li> <li>o Nov. 29</li> </ul>	40%	University rules	<p>Tests based mainly on (a) lectures/PPTs, plus possibly (b) syllabus, (c) items in the news and/or (d) comments from students in class.</p> <p>First six tests worth 30%, average of top four. Missed tests not normally replaced. Medical explanation required for 2 or more missed tests.</p>
C. Remote classes	Oct. 18 Dec. 6	N/A	N/A	N/A
D. Research paper	Uploaded Mon/Tues Nov. 9/10	50%	Medical or personal reasons	Normally prepared in student teams. Students may select any approved topic, exceptions with instructor's written permission.
E. Participation in class and TA groups	All	10%	NA	At discretion of the instructor based on quality.
F. Research topics	-----	-----	-----	May be off syllabus' pre-approved topics with written approval of a written request received in September.
G. Optional grade raiser	Nov. 30	20%	NA	Optional contribution to list of professors in democracies. Task requires chat and written confirmation by Prof. Winn.

## VII Evaluation of Term Paper in Detail

### VIIa Teams

Normally each research team will have two or four members on a pre-authorized topic. Exceptions need Professor Winn's written permission in September. If the paper specifies clearly how each team member contributed, essay grades might vary within a team but not normally.

### VIIb Writing, Plagiarism, and AI

Quality writing includes: clarity, organization, spelling, grammar, short sentences starting each paragraph, few adjectives/adverbs, Word, Excel, bibliographic footnotes at the bottom of the page (not the essay), and no PDF's (CU rule). Observations should derive from your team data or cited sources.

The University and the course take plagiarism/improprieties seriously. The origin of data must be described completely. If the data are not your own, bibliographic references must be clear so that a reader could verify the accuracy of the data by checking your source. Carleton rules require written permission to (a) use AI or (b) re-use data/data analysis/data interpretation from another of your term papers. Written requests re this course must be submitted in September.

### VIIc Structure and Content of Term Paper

Successful empirical writing requires:

- 4 pp or fewer plus tables/charts/appendices;
- the purpose of the paper and why it matters;
- data you collect and/or analyse plus sources;
- sampling and anti-bias procedures.

### VIIId Table/Chart Nomenclature

Following conventional norms, a table on age and voting could have the title, *Table 1: Age and Voting*. The sources of the data should be complete.

### VIIe Data, Quantity, Statistics

Assignments must be data-focused. The purpose is to provide students with competitive career advantages. The following matter: (a) quality and quantity of quantitative data, (b) the intelligence/plausibility of your analysis and conclusions, and (c) the reasonableness of statistical analysis. Unlike in statistics courses, an incorrect application of a statistical test may not have much effect on your grade.

#### Some Paper Requirements

- Teams – normally team of two or four students for each paper on authorized topics. Teams help build skills. Team and topic exceptions are possible with written permission in September;
- Empirical – paper must be empirical; quantitative data skills and experience may enhance post-graduate prospects;
- Software – in Word with Excel tables and/or charts...a CU requirement. No PDF's;
- Submission – One team member submits for the team via Brightspace.

### VII f Term Paper – Size

A strong paper might use (a) approx. one page describing purpose and data collection and (b) perhaps 1-3 pp. pages linking conclusions to numbered charts/tables. A lot of writing will not be necessary since you will have invested much in data or content analysis.

### VII g Empirical/Quant. Part – Grading

Grades will reflect (a) quality of charts, writing, and data interpretation, (b) quantity of data and thinking and (c) team size. For two teams of the same size, the grade will be higher if analysis and/or quantity of original data are higher.

### VIII h Pre-Authorized Topics/Themes

Table 1 displays pre-authorized topics. For a different topic, you will need to request written permission in September. Less complex than they may appear to be, the table’s options will be discussed in class.

Table 1: Pre-Authorized Topics/Themes

Themes	More Detail Including Sub-Theme Options	Data
A. Internal threats to democracies	Four options come to mind but others might be possible: <b>(a) Media</b> – main media in democracies, possibly U.S., U.K., Canada, Australia plus perhaps a few of the following depending upon the historical period you choose – France, Germany, Ireland, Italy, Sweden, Israel, India, Japan, South Korea. Taiwan); <b>or</b> <b>(b) Scholars</b> –academic journals in principal democracies (e.g. in politics, economics, public administration, and policy); <b>or</b> <b>(c) Great writers</b> – concerns expressed about internal threats to democracy by classic writers about democracy such as Locke/Penn/Montesquieu/Jefferson/Paine; <b>or</b> <b>(s) Politicians</b> –records of democratic legislatures plus Presidents who do not sit in their legislature. Please note that the U.S. Congress publishes statements not made in the presence of other Representatives/Senators.	Assuming national media: (a) Longer time periods need fewer nations in your study; (b) Normally one “rightwing” and one “leftwing” media outlet, both respectable, per nation unless focus is on few nations; (c) When news coverage is rich, please consider random sampling. When coverage is not rich, please focus on a population study (all reports). d) an efficient long-time study could do every Nth year.
B. Ext. risks to democracies	Analogous to above except in the academic option.	Analogous to above
C. China	<b>(a) Despotism</b> – Media coverage of PRC anti-democratic acts. <b>(b) Brutality</b> --- Falun Gong mistreatment including democide/organs. <b>(c) Politicians</b> – Coverage of political leaders.	(a) Start date could be 1948. (b) Your project could analyze L and R media per option A, above.
D. Islamism, i.e. extremism	Analogous to options in A, above, the research could explore theme in detail, perhaps with a focus on minorities (e.g. Christians) or women.	Analogous to above
E. Higher education and its values	You could analyse what PSE publications or recent events reveal about students’ right to disagree with professors, partisan/ideological diversity among faculty, and university purposes.	Analogous to above but you could also look at results from published surveys of professors.
G. Freedom of Opinion	Content analysis of perceptions of the virtues/liabilities of freedom of opinion among the populations outlined for option A, above,	Analogous to above

**Accommodation and Research Assistance**

- Tests – a medical note normally if 3/3+ tests missed.
- Late papers — acceptable with medical documentation.
- In early term, Librarian Aleksandra Blake would gladly advise re media/information and Prof. Winn re design, media, sampling, analysis etc.



## VIII Weekly Topics and Readings

### 1 Sept. 6: Planning the Term

- Syllabus, term paper, and discussion in groups and class.
- Miljan, chapter 1, basic public policy concepts.
- Idea of the *Black Swan*.
- Errors of commission/omission and how to use for your own and/or Canada's advantage.

### 2. Sept. 13: Policy Context and "Theories" (paper due Nov. 17 or 18 on Brightspace)

- Miljan, chs. 2-3
- (a) theory in political science vs. science and (b) errors of commission/omission and how to use for your own and/or Canada's advantage.
- Time permitting: (a) more on syllabus and term paper if needed plus how to use for your own advantage what you learn about the (b) science of theory, (c) views of human nature by famous Daniel Kahneman and Nassim Taleb, (d) WHO and/or the subjugation of Taiwan and/or (e) espionage and interference by dictatorship. spying. <https://youtu.be/zdR-l35Ladk>.

### 3. Sept. 20: [Test] Policy – Formation/Implementation/Evaluation

- Miljan, chs. 4-6.
- Time-permitting: (a) what policies/programs should achieve from the perspectives of government/media/university/public and independent thinking, (b) how to use any of the preceding or errors for your own and/or Canada's advantage.

### 4. : Sept. 27: [Test] (a) Policy Fields Overall, (b) Economic Policy in Particular and (c)

#### Media/Universities/Think Tanks/corruption as Sources of Policy Thinking

- Policy fields overall – errors of commission/omission; how to use for your/Canada's advantage.
- Miljan, chapter 7 on economic policy – errors of commission/omission; how to use for your/Canada's advantage.
- Sources of policy thinking.
- Time-permitting: (a) <http://walterewilliams.com/miscellaneous/GreatMythsOfTheGreatDepression.pdf>, (b) John H. Cochrane at <https://www.johnhcochrane.com/> (c) Lawrence W. Reed at <https://fee.org/resources/great-myths-of-the-great-depression/> and how to use for your own and/or Canada's advantage.

### 5. Oct. 4: Social Policy (Miljan)

- Miljan, chapter 8 – errors of commission/omission and how to use for your own and/or Canada's advantage.
- Time-permitting: Employment and Social Development Canada at <http://www.edsc.gc.ca/eng/disability/savings/index.shtml> – virtues and/or errors of commission/omission and how to use for your own and/or Canada's advantage.

#### Weekly

Time permitting, we (1) will include discussion of (a) errors of omission or commission if present in readings or common views and (b) how to use them for your own and/or Canada's advantage and (2) may add other content.

- Disagreement and criticism – rules for (a) gaining and not losing from disagreement with someone and (b) estimating when public criticism is likely to be valid or invalid.

6. Oct. 11: [Test] A History of Brutalities – Relevance to Social Policy (last week), Health Policy (next week) and Aboriginal Policy (week 12)

- In Canada – brutalities and exploitation in history have targeted women, Indigenous people, francophones/RC's, Jews, African-Canadians (blacks), Asian Canadians (notably Japanese Canadians), Italians, English-speakers, and others – (a) virtues of honest history, (b) errors of commission/omission and (c) how to use knowledge for your advantage or Canada's.
- (a) The observations of Walter Williams and the famous Thomas Sowell – <http://www.wsj.com/articles/SB10001424052748704881304576094221050061598> interview with Walter Williams.  
[http://www.americanthinker.com/articles/2014/03/the\\_decline\\_of\\_the\\_africanamerican\\_family.html](http://www.americanthinker.com/articles/2014/03/the_decline_of_the_africanamerican_family.html) based on evidence from Thomas Sowell. See also his <http://www.nationalreview.com/article/417899/it-isnt-legacy-slavery-caused-social-breakdown-ghetto-communities-thomas-sowell> 7 and his <http://www.nationalreview.com/article/392842/legacy-liberalism-thomas-sowell>. Skim either Thomas Sowell, *Black Rednecks and White Liberals* or his *Intellectuals and Race*. (b) Errors of commission/omission and how to use knowledge for your own and/or Canada's advantage.

7: Oct. 18: Health Policy

- Miljan, chapter 9
- <http://www.city-journal.org/html/ugly-truth-about-canadian-health-care-13032.html>
- Errors of commission/omission and how to use knowledge for your own and/or Canada's advantage.

**BREAK**

8. Nov. 1: [Test] Health, Management and Profit.

- Robert F. Kennedy Jr., *The Real Anthony Fauci: Bill Gates, Big Pharma, and the Global War on Democracy and Public Health*, chapter 1-3
- Who controls the controllers (i.e. regulators) and what is the role of big pharma?
- RFK Jr. – left, right, neither or both?
- Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.

9. Nov. 8: [Test] Health and Heresies

- Robert F. Kennedy Jr., chapters 4-7
- How was AIDS a template, what were the HIV heresies and how were the heretics dealt with?
- Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.

10. Nov. 15: Policy and Controversy

- Robert F. Kennedy Jr., chapters 8-12
- What were Fauci's alleged weaknesses, harm-doing; what were the germ games; and what was the hype?
- Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.

11. Nov. 22: [Test] Censorship Industrial Complex – a Macro Overview with Some Detail

- Lecture with no pre-assigned readings
  - Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.
12. Nov. 29: [Test] Family Policy and Aboriginal Policy
- Miljan, Chapter 10-11
  - Skim Calvin Helin, *The Economic Dependency Trap: Breaking Free to Self-Reliance* (on reserve)
  - Peter Schweizer on Biden family at <https://www.youtube.com/watch?v=y-CpXVEZ1gg&feature=youtu.be>
  - Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.
13. Dec. 6: Environmental Policy
- Read Miljan Chapter 11 and skim the following:
  - <http://www.forbes.com/sites/warrenmeyer/2010/11/24/the-epas-electric-vehicle-mileage-fraud/#62f68bfc2aa2>
  - <http://www.businessinsider.com/the-ten-most-important-climate-change-skeptics-2009-7> and Bjørn Lomborg, ed., *The Nobel Laureates Guide to the Smartest Targets for the World 2016-2030* (Copenhagen: Copenhagen Consensus Centre, 2015) on reserve.
  - <https://www.technologyreview.com/s/403256/global-warming-bombshell/Paperback> – April 20, 2015.
  - Errors of commission/omission and how to use knowledge for your and/or Canada's advantage.

### **Three Policies – Lateness, Grading and Attendance**

Medical and unexpected catastrophe are the principal extenuating circumstances that allow late submissions of term papers.

Grading procedures are described above.

Carleton University appears to have a class attendance requirement. Unless instructed by the University to the contrary, Professor Winn does not anticipate a consideration of attendance when calculating grades for the course.

## **IX Policy Statements of Carleton University**

### **Appendix**

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#### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
  - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
  - Health & Counselling Services: <https://carleton.ca/health/>
  - Paul Menton Centre: <https://carleton.ca/pmc/>
  - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
  - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
  - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
  
- **Off Campus Resources:**
  - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
  - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
  - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
  - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
  - The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

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

**Pregnancy accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**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](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

**Accommodation for student activities:** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

### **Sexual Violence Policy**

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

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation,

withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

## ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

## ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

## ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

## **Intellectual property**

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

## **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

## **Grading**

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

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6

85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

### **Carleton E-mail Accounts**

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

### **Carleton Political Science Society**

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

### **Official Course Outline**

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