

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

Winter 2026

## PSCI 2401 A Public Affairs Analysis

Wednesday 12:35 to 2:25 pm, Online

### I General Information

Instructor: Professor Winn at [cljwinn@carleton.ca](mailto:cljwinn@carleton.ca).

Communication and Office Hours re Research Term Papers or Other Subjects

1. Consultation by Zoom – please use Carleton email to describe topic, purpose, and three (3) time options for talking. The first should usually be at least 24 hours after your email.
2. Availabilities – Tuesdays and Thursdays 11 am-2 pm. Other days/times often possible. An emailed Zoom invitation from CW (Conrad Winn) will arrive by email just before agreed appointment.
3. Research essay success in general – students are welcome to ask questions or offer thoughts in class, communicate by email and/or arrange Zoom meetings to maximize their success without necessarily maximizing effort.
4. Research group communication – students are asked to please single-author their essay or form groups of two-to-four co-authors for the research essay described, below, in sections III and IV and in lectures. If in a group of two-to-four, students are asked to please (a) c.c. all group members on all optional emails to CW (Conrad Winn) about the project and (b) involve all group members in any optional meetings with CW about the project. Students do not need to communicate with CW about forming, not forming, or exiting a team project
5. Research group successes – an essay by a group can definitely earn a grade higher than by one student researcher. An essay by two co-authors needs to be at least twice as good as an essay by one student-researcher, as detailed in lectures 1 and 2 and in sections III and IV, below. Students are welcome to consider an option communication with CW about planning term paper success.
6. Research group dilemmas – if your group has two-to-four co-authors, you may break away from it by email to all group members if a collaborator fails to contribute effort or respond to email communication or if a group disagreement is unresolved. Students do not need to communicate with CW about leaving a group.

University and Course Rules re Email and Term Papers

1. Please use Carleton University's email and your name at Carleton per Carleton University rules;
2. Software – only Word and Excel and no PDF's per Carleton University rules;
3. Submission and deadline – only through Brightspace. Co-authored papers should indicate the names of all co-authors and be uploaded via Brightspace by one member of the team with deadline per syllabus;
4. Text messaging – please reserve for special occasions CW's phone number shared in class;
5. xxxTerm papers – please note relevance of Section IV, below, and initial course lectures.

## II Course Purposes and Description

### IIa Course Purposes

The scholarly purposes are to provide an overview of

- public policy sectors in democracies, using lectures supported to some extent by Lydia Miljan, *Public Policy in Canada: an Introduction*,
- ongoing public policy controversies in the U.S. and other advanced democracies, using lectures supported by *The Real Anthony Fauci: Bill Gates, Big Pharma, and the Global War on Democracy and Public Health*, authored by Robert F. Kennedy Jr., a member of the famous Kennedy clan in the Donald Trump cabinet,
- some lecture emphasis on the limited availability of clear, unambiguous terms plus truthful facts in public policy and politics along with the propensity of humans to jump to conclusions on the basis of sparse information, scant reading, and limited research.

A supportive, secondary theme will be how students can design their university skills and potential publications for competitive career advantages in our unusual present economy.

### IIb “Public Affairs” – Uncertain Meaning

The term “public affairs” illustrates the communications ambiguities found in politics and business as opposed to the quest for precision in science. In business and political life, the concept of public affairs often alludes to “government relations” or lobbying. The title of “Senior Vice-President for Public Affairs” in a big corporation signifies that the person with that title is normally in charge of lobbying government. By contrast, political science may strive for precise, unambiguous words. This is especially so when political scientists aim to follow the rules of the scientific method. Clear language and potential verifiability of facts by a third person matter in science.

Like politicians, business leaders and lobbyists often use words to portray themselves as sincere. That helps explain why large businesses may describe their own lobbying as public affairs activities, unlike the ostensibly self-interested lobbying of their competitors. Professional lobbyists and lobby firms may use the euphemism, government relations consulting, to portray what they do.

The title of the course, Public Affairs Analysis, can mean different things. In a university setting, it could mean (a) politics in general, (b) communications, (c) persuasion for competitive advantage and/or (d) the analysis of lobbying. In practice, the course places some emphasis on public policy and public policy controversies.

### IIb Facts – Uncertain Truthfulness

Politics and the analysis of public affairs are troubled by uncertainties of fact. Uncertainties of fact may arise from several challenges:

1. democratic politicians – what they say vs. what they do;
2. democratic governments – policy effects claimed by governments vs. actual effects.
3. regime types – the moderate propensity of democracies to mislead somewhat sometimes vs. the high propensity of dictatorships to mislead often and profoundly;
4. journalism and knowledge – differences between what (a) journalists know, (b) do not know, and (c) do not know that they do not know;

5. journalism, fear, and money – differences between what journalists (a) are afraid to say, (b) do not say because of their own economic interests, (c) do not say because their employers are afraid and/or (d) do not say because of employer's economic interests;
6. quantitative analysis — normally far more accurate than qualitative analysis, but vulnerable to falsification and bribery, especially although not exclusively by dictatorships;
7. big tech – sometimes induced to censor news and information (a) by democratic governments owing to their tax and regulatory power and/or (b) in order to collaborate with dictatorships whose low manufacturing costs (e.g. China) help assure big tech of giant profit and giant size;
8. dictatorships – the power of China and other dictatorships in the democracies as a result of their gifts, bribes, endowments, rigged investments for politicians, Tik Tok, future investments, visas, sex, spying, election manipulation, and violence to induce collaboration by politicians, journalists, universities, academics, scientists, film-makers, entertainers, exporters, importers and other manufacturers of information in the democracies;
9. think tank commentators and independent authors in the democracies – often valuable as a result of often being more immune to manipulation by dictatorships than political, corporate, journalistic, academic and other commentators;
10. cognitive limitations – a human propensity to simplistic or “system 1” thinking that leads to little effort to (a) learn and verify new facts, (b) recognize the importance of ancient history to some antagonists, (c) consider entirely new threats, (d) avoid the customarily false stereotypes of groups or nations and (d) consider the paradoxical, unexpected, and the not yet known, as shown by Nobel Prize winning Daniel Kahneman and other leading thinkers in recent years.

### **IIId Conrad Winn**

Lectures will discuss briefly CW's educational, scholarly, and professional experience from the perspective of how some of the elements of that experience may explain his perspective on public affairs and, perhaps especially, how your professional and financial objectives in a challenging economy can be addressed with greater efficiency and a higher probability of success.



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

Key organizational features of the course are:

- a. Brightspace – for announcements and assignment submissions;
- b. Multiple choice tests – dates shown in sections IV;
- c. Lectures – may suggest discussion themes;
- d. Discussion in lectures – please interrupt to ask a question or disagree courteously on anything;
- e. Office hours/scheduling conversations – section I.
- f. Test and term paper upload dates – section IV.

## IV Evaluation

Task	Date	% of Total Grade	Extension Dates	Comments
A. Questions about paper	Any date	zero	N/A	For your benefit, queries should be submitted as early in the term as possible.
B. Five short multiple choice tests	Short-timed tests across 24 hrs beginning on Feb. 4, Feb. 25, Mar. 11, Mar. 25, Apr. 8.	40%	University rules	<ul style="list-style-type: none"> <li>○ Grades – first four tests combined are worth 28% of the course grade, fifth 12%.</li> <li>○ Test question content – mainly course subject, sometimes the news.</li> <li>○ Missed – one missed test among the first four tests will receive a mean of the other three; subsequent missed tests will normally receive a grade of zero if without medical documentation.</li> <li>○ Early tests may have some emphasis on syllabus/ class-discussed research skills.</li> </ul>
C. Research paper	Uploaded via Brightspace on March 22 <sup>nd</sup> . In the case of an author team, the uploading is done by one co-author.	50%	Documented medical/other reasons with written permission	<ul style="list-style-type: none"> <li>○ An emphasis on primary research involving quantitative data on specific themes as outlined in lectures 1, 2 and possibly 3. Grades will reflect (a) quality of charts, writing, data collection if by authors, data interpretation, (b) quantity of data analysis and thinking and (c) team size.</li> <li>○ Themes other than those presented in class will be authorized in writing if proposed in a persuasive student email. The proponent should describe possible source(s) of data (existing or to be collected) and why the subject matters.</li> <li>○ Qualitative analysis is welcome if the student makes a strong case, also discussed in lectures. A strong case will contribute to the essay's grade.</li> <li>○ Writing clarity and brevity matter. The core essay is limited to four pages, double-spaced. References should be complete (pp. incl.) and appear in footnotes at the bottom of the page, not in parentheses.</li> <li>○ The unlimited size Appendix may contain charts/tables, information on bibliographic or data sources and/or other supplementary information.</li> </ul>
D. Participation in class and TA group discussions	All	10% extra if higher than composite of other course grades	NA	Based on quality, including new facts/interpretations, not attendance. No grade for class discussion will be considered if lower than the combined grade for tests and paper.
E. Optional grade raiser	Last class	20% with other grades reduced to 80%	NA	Optional contribution to list of professors in physics, chemistry, biology and/or engineering or maths in democracies for which English is a language (USA, Canada, Australia, NZ, UK, Ireland, India, Israel plus Sweden/Norway/Finland/Denmark). Task requires conversation and written confirmation by Professor Winn. This option takes effect if all other course requirements are fulfilled.

## **V Details re Texts/Readings/Lectures/Sources**

### **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 bookstore. [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](http://childrenshealthdefense.org), or possibly through a local bookstore. Both books are successful – the first in its 8<sup>th</sup> edition, the second quickly selling more than a million copies and its author rising to a top position.

### **Vb Lectures, Testing, Disagreement, and Sources**

Please note:

- queries and disagreement are welcome in or outside class;
- Prof. Winn's view that the widespread use of some degree of political deception means that confirmation of fact requires wide, diverse sources in readings, supplemented potentially by conversation and other sources.

### **Vc Weekly and Other Source Material**

Weekly readings will normally entail textbook and/or readings described in section VI plus occasional, current readings noted on Brightspace. Students will also benefit from

- access to traditional or legacy media;
- awareness that ostensibly rightwing and leftwing media are often divided in their opinions within each wing;
- special sources such as Internet media, think tanks and independent researchers;
- major media in major democracies that happen to oppose the main ruling party at a given time (e.g. Fox News when Democrats control Washington, MSNBC when Republicans control Washington with control meaning Presidency, Congress and civil service);
- ostensibly rightwing broadcasters such as Fox News, Australian Sky News, and niche broadcasters in the U.K. because of audience size (e.g. Fox News) and their intermittent tendency to avoid reporting what other conservative outlets emphasize on the Internet, plus
- new media/think tanks/researchers almost irrespective of party choice.

Diversity of sources matters. Even occasional, direct access to independent journalists/media/think tanks/researchers is better than exclusive reliance on general media or legacy media. Students might even benefit from awareness of dictatorship-controlled media, e.g. RT Television or Al Jazeera (AJ).

Awareness of media and conflict-of-interest also matters. Media from dictatorships are a challenge to trust, e.g. Moscow's RT or Qatar's Al Jazeera. Media from democracies can also be a challenge, e.g. the BBC's first and most important CEO was a Nazi sympathizer. The *New York Times*' reporter on Stalin's genocidal conduct in the Ukraine was a Soviet agent.

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

Blaze, [salon.com](http://salon.com), [gatestoneinstitute.org](http://gatestoneinstitute.org), sultanknish, [honestreporting.com/ca](http://honestreporting.com/ca), [pjmedia.com](http://pjmedia.com), [littlegreenfootballs.com](http://littlegreenfootballs.com), [mediaresearch.org](http://mediaresearch.org), [instapundit.com](http://instapundit.com), [aibrt.org](http://aibrt.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/mo3LpGOFlAY> (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/349445002/>, <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%20270%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%20270%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-bestselling-anti-obama-book/?utm\\_source=pjmedia&utm\\_medium=email&utm\\_campaign=nl\\_pm&newsletterad=&bcid=a1c635f3bfdb5b30e5ef75089eea428f&recip=28551259](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), [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).

## VI Artificial Intelligence (AI)

Permissible uses of AI are minimal. They include grammar, spell check, and search engines. AI in political settings can be challenging. For politically complex, sensitive, or partisan searches, students should use at least two different search engines with at least one established as not noticeably partisan; presearch is one example but not the only. Google is somewhat known for history as somewhat partisan in an American or foreign policy setting.

Use of AI for organization, writing or other intermediate or advanced purposes is not permissible. One justification is the instructor's assessment that many intermediate and most advanced tasks carried out by AI produce results inferior to what a student could produce on her/his own.

## VII Weekly Topics and Readings

1. Jan. 7: Planning the Essay and the Term
  - o Syllabus
  - o Types of quantitative analysis – attitude surveys (polls) vs. content-analysis vs. aggregate data analysis and justification for qualitative analysis
  - o Pre-authorized essay themes
  - o Career Strategy 1 (working backwards from your career target)
2. Jan. 14: Policy Context and “Theories”
  - o More re pre-authorized essay themes

- Theory in political science vs. science
- Human nature as assessed by famous Daniel Kahneman and Nassim Taleb,
- WHO and/or the subjugation of Taiwan
- espionage and interference by dictatorship. spying.<https://youtu.be/zdR-I35Ladk>.
- Time permitting: (a) more on syllabus and term paper if needed plus how to use for your own advantage what you learn about the science of theory
- Career Strategy 2 (working backwards from your career target)

3. Jan. 21: Policy Context – Formation/Implementation/Evaluation

- More re pre-authorized essay themes
- Career Strategy 3 (working backwards from your career target)
- 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. : Jan. 28: (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, Agenda Setting, Policy Implementation, Policy Evaluation, and Policy Fields (Miljan, chs. 4-7)
- 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. Feb. 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.html> – virtues and/or errors of commission/omission and how to use for your own and/or Canada's advantage.
- 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. Feb. 11: A History of Brutalities – Relevance to Social Policy (last week), Health Policy (next week) and Aboriginal Policy (week 12)

### Supplementary Lecture Themes

Some of the following up-to-date (2025) themes relevant to public affairs analysis will be added to the lecture series based on feedback from the class:

1. Contemporary Censorship in Democracies
2. Health Info Manipulation
3. Media Deceptions and Media Weakness
4. Hollywood, Democracy and its Antagonists
5. Dictators' Power over Democracies' Media
6. Espionage and Other Threats from Dictatorships (e.g. China)
7. Democracies and Corruption
8. Democracies and Weakness
9. Universities and Weakness
10. Bigotry of all Kinds in Democracies, Media and Universities

- 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.
- The observations of Walter William 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\\_famil.html](http://www.americanthinker.com/articles/2014/03/the_decline_of_the_africanamerican_famil.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.

## BREAK

### 7: Feb. 25: 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.

### 8. Mar. 4: 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. Mar.. 11: 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. Mar. 18: 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. Mar. 25: 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. Apr. 1: 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. Apr. 8: 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.

## **Political Science Course Outline Appendix**

### **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:

#### **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>

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

**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: <https://carleton.ca/equity/sexual-assault-support-services>.

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### **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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### **OFFICIAL FINAL EXAMINATION PERIOD**

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### **GRADING SYSTEM**

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

#### **ACADEMIC INTEGRITY**

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

#### **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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, 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 that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

**RESOURCES (613-520-2600, phone ext.)**

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory