

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

Winter 2021

PSCI 2401B  
Public Affairs Analysis  
Wednesday 11:35 a.m.-1:25 p.m.

I Basic Information

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

Communication:

- Email – please use Carleton email;
- Subject headings – “PSCI2401B Topic” where topic might specify “to discuss aspect X of Project Y”;
- Attending lectures – please use your official Carleton name to attend;
- Conversation technology – Zoom;
- Conversation scheduling – pre-agreement by email about time to be shared with Zoom invitation sent by Professor Winn just before meeting;
- Conversation periods – 9 am–1 pm Mon/Tues/Fri/Sun;
- Teams – recommended for proposals and projects but not required;
- Conversations on team projects – all team members should be involved in all conversations and copied on all project emails to Professor Winn;
- Tests – for any problems, please contact ITS through Carleton.

Course goals, emphasis, and advice:

- Introduction to politics – fundamental knowledge for government/public affairs, PR/communications, and lobbying jobs;
- Duplicity – key differences separate what governments say vs. what they do vs. claimed effects vs. actual effects vs. what journalists know vs. what they report;
- Code words – “public affairs” is often a euphemism for lobbying/propaganda/communication;
- Democracies’ internal threats – exploding debt, negative birth rates, intergenerational inequality, ethno-religious-racial conflict, hyper-partisanship, Internet oligopolies, censorship, media decay, System 1 thinking, waning standards for truthfulness, and declining public knowledge of and confidence in democratic virtues;
- Democracies’ external threats—espionage, Internet power, funding of internal extremists by foreign governments, trade power, Beijing totalitarianism, cruelty

- within China, growth and power of the Iranian imperial vision, Russian/Chinese/Islamist threats against the west;
- Quantitative analysis—some emphasis on gentle empirical analysis (non-technical, quantitative analysis) because of its value in analysis and in the emerging job market;
- Big tech – greater awareness because of censorship power;
- Think tanks and independent researchers – greater understanding because of their exceptional niche knowledge;
- Independent/specialized media – greater alertness because of their often greater knowledge and freedom than mainstream media;
- Democratic governments – valuable because of frequently very objective analysis by public servants in Canada and the U.S.;
- Management consulting firms – often vital because of excellent data and analysis of important matters, even cross-national comparisons;
- Advice re your proposal or project – librarian Aleksandra Blake is the person with whom to schedule an appointment on content-analysis sources, media sources, and government or management consulting sources. Professor Winn is the person whom you should opt to consult on design, media choice, sampling, and other analysis themes.

## II Course Purposes

The course is intended to help students learn skills, including the seven outlined in the table below.

Learning	Detail	Value to Students
1. Public policy	Stated intents vs. actual intents, vs. program effects.	Essential for government, lobbying, and policy/communications consulting jobs. Valuable for understanding news.
2. Policy paradox	Left and right are each divided and often reverse positions.	Improving your skills in PR, elections, and as party advisors or policy consultants.
3. Data and science	Better skill in understanding or creating data and in understanding policy science (e.g. program evaluation).	Employers tend to value primary analysis (i.e. what the data reveal) as much as they value expert advice, and pay more for it. Data knowledge enhances performance in graduate study/job seeking/income.
4. Getting information.	How to access different sources of information	Mastering information sources enhances job seeking, graduate study, and role as an informed citizen.
5. Unknown	Guessing what you and others don't think about and don't know	Essential because what is unknown is so often the biggest driver of what happens.
6. Unknowing	Estimating what key element others don't think about	Essential for protecting yourself from bad predictions, unfortunate jobs, and other situations.
7. Your perspective	Learning what you yourself favour.	The ability to distinguish your own perspective from others'—vital for success, happiness, and own business.

### III Dates and Grades

Activity	Content Details	Timing	Grade
Proposal	Co-authored by the 2-4 team authors, chosen by the authors themselves. Variation on one of the research assignment themes provided below.	Jan. 27. A few days extra for late registrants' teams.	10
Tests	On syllabus, lectures, readings, and news. No missed tests will be replaced.	Four short multiple choice tests at the beginning of classes on Jan 20, Feb 3, Feb 24, Mar 10	Average of top two worth 20
Final test	All class content as preceding	March 17	15
Seminar	Participation	All seminars	10
Paper	Emphasis on empirical research based on one of the themes outlined in the syllabus, below.	March 12 upload on cuLearn	45
TA Group	If TA group participation earns a grade higher than what would automatically be calculated based on all other components of the course, the TA grade will contribute up to 10% of the overall course grade.	Calculated at end of term.	Up to 10
Grade raiser	An optional grade raiser is worth up to 20% of the course grade if the student opts to arrange with course instructor for a grade raising, extra assignment.	Must be discussed with Professor Winn and approved by February 26 <sup>th</sup> and submitted on April 7 <sup>th</sup> .	Up to 20

### IV Information Other Than Weekly Topics, Proposals, and Term Papers

#### Irony

Even the title of this course, "Public Affairs Analysis," is a paradox. It was invented to serve marketing interests. But marketing is supposed to be anathema to universities, whose only interest is ostensibly truth. The concept of public affairs implies matters that concern the public. In the world of politics, public affairs is a polite word for persuasion, PR, coercion, indoctrination, lobbying, and manipulation.

#### Texts—Available in Carleton Bookstore

Lydia Miljan, *Public Policy in Canada: an Introduction* (Don Mills: Oxford, most recent version), available from the Carleton University book store.

Brian Lee Crowley, Jason Clemens, and Niels Veldhuis, *The Canadian Century: Moving Out of America's Shadow* (Toronto: Key Porter, 2009) ISBN 1554701880, available from Macdonald-Laurier Institute through the Carleton University bookstore.

#### Weekly and Other Source Material

Weekly readings will normally entail textbook and other readings described in the syllabus plus occasional other brief, mainly event-related readings on cuLearn or emailed to class.

Students will benefit from access to

- ❑ traditional print media plus their broadcast cousins. often operated by seemingly leftwing males with modest knowledge of international events, business, women's issues, and minority concerns as well as a low propensity to anticipate seemingly rightwing victories (e.g. Boris Johnson, GOP strength in Congress or the states);
- ❑ non-traditional, anti-elite, and sometimes populist rightwing broadcasters such as Fox News, Australian Sky News, and sundry niche broadcasters in the U.S. and U.K. who have been somewhat better forecasters (e.g. Boris Johnson's earth-shattering, re-alignment victory in the U.K. election of December, 2019) plus niche new media, think tanks, and independent researchers and authors.

Ironically, students may even benefit from media operated by dictatorships. The RT Television Network is a tool of Putin's quasi-dictatorship. Al Jazeera is a tool of the dictatorship of Qatar, which apparently subsidizes the Muslim Brotherhood and terrorist organizations. This small country created the television network to compete for international power with its big neighbor, Saudi Arabia. Unlike its owner, Al Jazeera pretends to be enlightened, for example not misogynist. Al Jazeera and other dictatorship-serving sources are useful for understanding the propaganda goals of their owners.

The biggest media change in the past generation has been the explosion of special purpose think tanks, research institutions, and independent researchers. The following is a long but partial list. It is presented so that you can have a sense of how very many groups, liberal or conservative, compete with the conventional media and often outperform them:

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=&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).

### Each Week

Each week will tend to have a similar format—a review of assigned reading, brief news discussion, an assessment of media and information sources, a discussion of paradoxes in politics, a review of a policy issue cameo, and other possibilities.

### Academic Infractions.

A student who plagiarizes will face consequences according to university rules and norms, including the possibility of course failure.

### Other Evaluation Requirements and Exemptions.

Students must take all tests and submit a term paper to qualify for a passing grade for the course, subject to exemptions as outlined below. In the event of significant family circumstances such as bereavement, the instructor may at his discretion extend a term paper submission deadline and/or provide other accommodations within the constraint of university rules.

## V Proposal and Term Paper Topics

### Topics

The following is a list of suggested topics but you should feel free to propose other topics for possible approval. Your team's or your own proposed topic should appear in your proposal, due for submission on January 27. If your proposed topic is other than from the list below, you will need written permission.

Please remember to be sure to include an empirical or quantitative data element in your team's or your own research:

- A. Censorship and Information Control: The qualitative component could be an overview of key writers in political theory/political philosophy/democratic thought about the importance of freedom of speech and freedom of thought. The quantitative component could be a systematic review of articles on current censorship threats as appearing in the major media of the English-speaking world or the English-speaking and democratic world and/or in the scholarly journals of the developed democracies.
- B. Principles of democracy. The qualitative component could be an overview of key writers such as but not limited to John Locke, William Penn, Montesquieu, Thomas Jefferson, Thomas Paine, early human rights advocates, early founders of American democracy, opponents of slavery etc. The quantitative component could be either (a) a detailed overview of polling results in the US and possibly in the UK and Canada/Australia about

what publics think about different aspects of democracy or (b) content analysis of leading print mass media treatment of the above principles that you amass.

- C. China: Media coverage of the surveillance, dictatorial, violent, trade, intellectual property theft, espionage, international Internet threats, and/or other anti-democratic practices of China's dictatorship. This is a vital theme because China's regime is a major threat to democracy. (That people of Chinese origin are far from a threat is evidenced by the virtual absence of support for anti-democratic practices among North Americans of Chinese descent.) The number of media, the media you choose, the dates you select for your content analysis, and your other decisions would depend on the size of your research team. Re selection of media for this term paper, please see below the sub-section on *Media to Choose*. Your proposal should ideally provide a draft codebook, enumerating the events or aspects of fraudulent Chinese political/economic life that should have been reported.
- D. China and its GDP and/or debt: The accuracy of media coverage of the true state of China's economy and its debt. The University of Chicago's Economics Professor Martinez has used satellite photos of night time light to predict GDP and GDP growth. He found that light was an accurate predictor in democracies, but not in dictatorships and even less so in totalitarian regimes. The initial part of the project would scour for academic and expert discussions of indicators of fraud in Chinese economic data. The subsequent focus would be on the extent to which the mass media cover the fraud, especially business newspapers like *Wall Street Journal*, the *Financial Times of London*, etc. etc. Your proposal should ideally provide a draft codebook, enumerating the events or aspects of fraudulent Chinese economic life that should have been reported.
- E. Debt in democratic countries: Media coverage of the magnitude of debt in democratic countries along with population aging and the decline of tax payors to pay for the high health, social services, and other costs of an elderly population. One initial part of the project would get data from the World Bank or another legitimate source and compare debt today with the past. Another initial part of the project would scour the economics or business literature for any writing on the threats to the welfare state of ever rising debt. The core project would then gauge what western media say about the situation using content analysis.
- F. Dictatorships: Media coverage of the surveillance, dictatorial, violent, oppressive and/or other anti-democratic practices of dictatorships. The number of media, the media you choose, the dates you select for your content analysis, and your other decisions would depend on the size of your team as well as guidance in the sub-section, below, on *Media to Choose*. Your proposal should ideally provide a draft codebook, enumerating the phenomena whose coverage you would look for as well as your target sample of dictatorships. It would be ideal to have sub-samples of dictatorships that trade with the west, those that do not, and Muslim dictatorships.
- G. Islamic and/or Islamist dictatorships: analogous to the preceding option but limited to Islamic and/or Islamist dictatorships.

## Media to Choose

1. For any media-related paper, you should ideally choose at least one leftwing and one rightwing media organization in each country you choose. Please begin with English-speaking countries: Canada (GM, NP), the US (NYT and Fox), UK (Telegraph and Guardian), plus corresponding pairs in Australia, N.Z., India, Israel, Ireland, etc. If your team has a French, Italian, or German reader, please add a pair in each of these countries. Countries should be limited to democracies.
2. The bigger your team, the bigger or more numerous should be your choice of countries, media, and time periods. The more multilingual your team, the broader might be the selection of countries.

## Length of Proposals and Papers

Proposals should be 2-3 pages long. Term papers should be 20-50 pages with most of the pages containing charts or data in appendices. The size of your paper might depend on (a) size of your research team and (b) volume of material content-analyzed for your paper and reported in tables/charts. Tables and charts may occupy more pages than writing. Longer papers may be needed when you are covering a wide range of countries, media, and/or literature.

For any given size of research team, the grade will be influenced by accuracy, clarity, comprehensiveness of topic, and comprehensiveness of media/literature selection but not necessarily by length of paper. Precise descriptions of how you collected the data could appear in an Appendix.

## VI Weekly Topics and Readings

1. Jan. 13: Introduction and the Informational Context. Course Term Paper
  - What students can do or think about to prepare.
  - Read syllabus carefully and begin Miljan, chapter 1.
  - Overview in class of course activities including proposals, term papers, teams, tests, TA groups, readings, deadlines, grade raisers, Professor Winn, and cuLearn.
  - Concept of the *Black Swan*.
2. Jan. 20: Theories of Human Nature and Hence of Public Policy plus Context.
  - Complete Miljan, ch. 1 and read chs. 2-3
  - Mini-lecture on preceding plus view of human nature by Daniel Kahneman and Nassim Taleb
  - WHO and the subjugation of Taiwan.  
<https://www.youtube.com/watch?v=RLvg0KnTKhU&feature=youtu.be&t=1149>
  - For spying: <https://youtu.be/zdR-l35Ladk>
3. Jan. 27: Agenda Setting, Policy Implementation, and Evaluation
  - Read Miljan, chs. 4-6.

- Media and University cultures.
- 4. Feb. 3: Macro-Economic Policy, Taxation, Spending, the Depression
  - Miljan, chapter 6-7.
  - <http://walterewilliams.com/miscellaneous/GreatMythsOfTheGreatDepression.pdf>
  - <http://www.heritage.org/Index/> and <http://www.freetheworld.com/papers.html>.
  - Padovano, Fabio and Galli, Emma, Tax Rates and Economic Growth in the OECD Countries. *Economic Inquiry*, Vol. 39, No. 1, January 2001. Available at SSRN: <http://ssrn.com/abstract=253086>
  - John H. Cochrane, "Fiscal Stimulus RIP" at [https://faculty.chicagobooth.edu/john.cochrane/research/papers/stimulus\\_rip.html](https://faculty.chicagobooth.edu/john.cochrane/research/papers/stimulus_rip.html)
  - <https://fee.org/resources/great-myths-of-the-great-depression/>
- 5. Feb. 10: Social Policy 1
  - Miljan, chapter 8
  - <http://www.edsc.gc.ca/eng/disability/savings/index.shtml>
- 6. Feb. 24: Social Policy 2
  - <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*.
- 7. Mar. 3: Health Policy
  - Miljan, chapter 9
  - <http://www.city-journal.org/html/ugly-truth-about-canadian-health-care-13032.html>
- 8. Mar. 10: Canada as Budget Leader -1
  - Crowley, Clemens, and Vieldhuis (henceforth, "Crowley"), Part I
  - Peter Schweizer on Biden family at <https://www.youtube.com/watch?v=y-CpXVEZ1gg&feature=youtu.be>
- 9. Mar. 17: Canada as Budget Leader -1
  - Crowley, Part II
- 10. Mar. 24: U.S. Falling Behind
  - Crowley, Part III
  - Also Part IV
  - 12. Nov 24: Family Policy and Intro to Aboriginal Policy
  - Miljan Chapter 9 on Family Policy
  - Skim Calvin Helin, *The Economic Dependency Trap: Breaking Free to Self-Reliance* (on reserve)

11. Mar. 31: Family Policy and Aboriginal Policy

- Miljan, Chapter 10-11
- Skim Calvin Helin, *The Economic Dependency Trap: Breaking Free to Self-Reliance* (on reserve)

12. April 7: 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.

## **Academic Accommodation**

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### Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

### **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](http://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](http://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](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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://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](http://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](https://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.