

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

**Winter 2022**

**PSCI 2401B**  
**Public Affairs Analysis**  
**Wednesday 9:35 a.m.-11:25 p.m.**  
**Synchronous online course**

**I General Information**

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

Communication:

- Office hours – during teaching weeks (a) Monday, Tuesday, and Friday 9 a.m. to noon and (b) Mon-Thurs 5-7 p.m.;
- Pre-scheduling conversations – Please email a request with (a) subject line containing course number and purpose with (b) email content listing time options and (c) please remind CW (Conrad Winn) if he does not respond within 24 hours on weekdays;
- Zoom – all live communication outside the lecture will normally involve an email invitation from CW (Conrad Winn) with a Zoom link sent at approximately the time agreed to;
- Research projects – the expectation is that you (a) will normally form groups of 2-4 co-authors, (b) will c.c. group members on virtually all emails to CW about the project, (c) may break away from a group if your collaborators fail to contribute or respond to your communication, and (d) may form a group of one;
- Carleton rules – please respect all University rules including (a) use of Carleton email only, (b) your name as it is known by the University, (c) Word and Excel (no PDF's), (d) essays submitted only through Brightspace, and (e) deadlines;
- Text messaging – please reserve for medical or other emergencies (416 460-5844).

The Course:

- Introduction to politics – knowledge relevant to government/public affairs/PR/communications/lobbying jobs;
- Accuracy – kindly note differences between (a) what governments say vs. what they do, (b) what is happening vs. what is reported to be happening; and (c) qualitative descriptions vs. data when valid data can be collected;
- Language – please be alert that language may have diverse meaning in diverse settings. In government, lobbying, and advocacy, “public affairs” often means lobbying/propaganda/communication, sometimes even incentives;

- Internal realities – threats to democracies from inside. Threats may include debt, negative birth rates, intergenerational inequality, unusual inflation, ethno-religious-racial conflict, hyper-partisanship, Internet oligopolies, censorship, abuse of women, media decay, System 1 thinking, crime, waning standards for truthfulness, totalitarian impulses from different sources, and possibly some declining confidence in democratic virtues;
- External threats – threats to democracies from abroad. Foreign dictatorships may benefit from espionage, bribery, violence, Internet power, investment power, direct media investments, influence over western universities and western media, funding extremists, and trade power. Military threats may stem from actual or potential actions by China, Russia, Iran, seemingly independent Islamist organizations (i.e. subset of extremist adversaries of democracy), and other potential sources;
- 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, financial, media, and electoral power by these giant corporations plus rising conflicts of interest;
- 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 as sources of information – valuable because of frequently objective analysis by public servants in Canada and the U.S. even if they sometimes face conflicts of interest;
- Management consulting firms – often vital because of excellent data and analysis of important matters, even cross-national comparisons;
- Advice re project – (a) Librarian Aleksandra Blake is the person with whom to schedule an appointment on sources (e.g. content-analysis sources, media, and government or management consulting sources). (b) Please feel free to consult Professor Winn on design, media choice, sampling, polling, and other analysis themes.

## **II Course Purposes**

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

Despite its title, the course has been about government policies. It has been about what drives policies as well as what effects policies have on society. The course's continuing focus on policy is reflected in its discussion of macro-economic policies, taxation, social policy, health policy, budgeting, family policy, Aboriginal policy, environmental policy, and other policy areas.

Policies are often complex even when presented as if simple. Policies may be more complex than policy-makers themselves may understand. Communicators often emphasize the simplicity of policy for fear that publics may lack the patience or knowledge to absorb complexity.

The course will look at such complexities as

- ❑ where information on government policies comes from and how the sources of such information may sometimes know too little to understand complex effects or may have conflicts of interest that do not allow full honesty or even their own awareness,
- ❑ how information on government policies and effects is made available because the channels through which the information is communicated can affect the reliability of such information,
- ❑ limits in the ability of humans to understand the complexities of government policies given the tendency of many humans to be impatient, simple-minded, and uninformed,
- ❑ duplicitous differences between what governments say vs. what they do and between claimed effects vs. actual effects,
- ❑ sometimes odd differences between what journalists may know vs. what they report, and
- ❑ odd situations where the goals of government are very important (e.g. keeping Quebec in Confederation or improving how African Americans are treated in society) but there is no consensus about what to name the policies intended to achieve these goals. Indeed, describing policies in ways that reveal their intent could sometimes undermine their effectiveness.

Paradoxically, the title of the course, *Public Affairs Analysis*, is implicitly about communications and persuasion, not policy. The goal of a communications strategy could be to change how a target audience feels for the benefit of the player behinds the communications strategy.

Communications efforts could target how voters feel about a tax policy, a trade relationship, or terrorism. Sometimes public affairs is a euphemism for communications strategies. Such strategies strive to change how a target audience (e.g. voters) feels about a given player – a government, political party, corporation, sector of the economy, public policy, foreign country, politician, CEO, an ethno-racial group, gender, or even a political actor.

## **IIb Aims – Methods of Assessing Why Governments Policies May Succeed or Fail**

A core aim of the course is to describe some of the principal policies of democratic governments – from health and social policy to environmental and defence policy.

Assessing policy effectiveness is complex. The following are a few factors that often affect the degree to which government policies are effective:

1. A human tendency to simple-mindedness or wishful thinking – given that most policies are inherently complex in their costs and consequences, the course will look at the tendencies of politicians and policy-makers to over-simplify and over-estimate the positive consequences of their policies and under-estimate the negative;
2. Obscurantism – governments may avoid objective ways of measuring the effectiveness of their policies;
3. Borrowed money – government tend to borrow now with future taxpayer generations to pay back later irrespective of the ethical and economic ramifications;

4. Inequality at dangerous levels – extreme income inequality between corporate sectors, nations, social groups, and cohorts are problems to be avoided. Inequalities between cohorts are often worsened by government-induced inflation;
5. The decline of independent minds – the apparent decay of journalism as well as the absence of evidence-based and metric-minded critics in media, higher education, and among independent policy experts are challenges to success for democracies;
6. Limited creative imaginations – uneven understanding of dramatic changes in technology is a problem across governments, e.g. defence can be in jeopardy when the leaders in defence or the publics in democracies underestimate the importance of new drones, new communications systems, anti-missile systems, and hyper-speed threats;
7. The silence of critics even in politics – governments face increasing risk when critics are silenced because of a combination of corruption, financial conflicts of interest, censorship by big tech/media/criminals/dictatorships, fear of domestic regulators, fear of foreign dictatorships, and/or concern about surveillance by dictatorships and big tech.

### IIc Objectives – Metrics and Other Valuable Skills

Beyond the goals described above, the course has other objectives, e.g. the transmission of additional skills. These additional skills relate to (a) effective communication, (b) fruitful essay writing, and (c) the quantitative analysis of data to gauge the effectiveness of government policy.

The table below lists some policy dilemmas to be explored. In public policy in general, a quandary is that stated intents of a policy are not necessarily identical to either true intents or true program effects.

Other predicaments in public policy are that the framers of a public policy may not (a) know key information that they need to know, (b) know what they do not know, or (c) consider predicting outlandish possibilities that may take place despite almost universal belief that these outlandish possibilities will never occur.

Knowledge Areas	Detail	Value to Students
1. Public policy	Stated intents vs. actual intents, vs. program effects.	Valuable for understanding government and many jobs.
2. Policy paradox	Left and Right are each internally divided, often reverse positions, and often achieve effects opposite to their claims.	Improves one's understanding of politics from a policy perspective.
3. Data and science	Better policy and evaluation skills.	Employers/grad schools often value more and pay more for data skills.
4. Getting information.	How to access different sources of information	Mastering information sources enhances job seeking/success, graduate study, and knowledge.
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	Learning what you yourself favour.	The ability to distinguish your own perspective from

Knowledge Areas	Detail	Value to Students
perspective		others'—vital for success, happiness, and own business.

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

Key organizational features of the course are:

- a. Brightspace – for announcements and your assignments;
- b. Zoom – for lectures and discussions;
- c. Multiple choice tests – dates shown below in lecture schedule. First tests may place more emphasis on syllabus and term paper methods (i.e. empirical/quantitative, rarely narrowly statistical);
- d. Lectures – may suggest discussion themes;
- e. Discussion in lectures – please interrupt to ask a question or disagree courteously on anything;
- f. Office hours and scheduling conversations, e.g. on term papers – please see first page of syllabus.
- g. Please see lecture schedule, below, for test and paper upload dates.

### IV Learning Outcomes

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

Desirable Outcome	Upside	Downside
More use of opponents' media and newer, niche media publications	Heightened chance of (a) spotting differences between stated vs. actual policy effects or (b) forecasting your adversaries' future actions.	Humans often uncomfortable with content they disagree with. Requires effort.
More in depth research	Improves success in course/graduate schools/job searching/PA	Takes time and skill
Knowing data, think tanks, new media	Enhanced chance of success in policy analysis and better chance of publication	Some people are uncomfortable with data
Higher empirical-quantitative data aptitude	Enhances comfort/skill/prospects plus chances of publication	Some people may have anxiety about data
Satisfying submission deadlines	Vital for success.	Takes effort
Creative thinking about policy outcomes	Heightened capacity for true capability in policy analysis	Takes effort
Observing submission dates	Enhanced thinking for success	Takes effort

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

### **Va 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.

Robert F. Kennedy Jr., *The Real Anthony Fauci: Bill Gates, Big Pharma, and the Global War on Democracy and Public Health* (Children's Health Defense), available through the Carleton University bookstore and possibly through local bookstores.

It may be revealing about L vs R to compare the apparent L-R character of these two books with the authors' own histories. To CW, bio-historical inconsistencies may appear in both cases.

To CW, it is fine if you embrace both books or embrace one and abhor the other or perhaps have a third perspective. What matters is to be aware of your adversaries' perspective. This is especially so when your adversary(ies) is(are) successful. Both books are widely read, albeit in different countries.

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

Please note that

- Queries are welcome in class;
- Short multiple-choice tests will begin seven classes as detailed in the lecture schedule, below;
- Disagreement is welcome, especially when satisfying the needs of students who welcome disagreement while wishing disagreement to be courteous.

The last or seventh test is worth 10%. The grade for the remaining six tests will be worth 30%, calculated as the average of your top four of the six test grades.

A small number of extra readings will be provided. A large number of readings from a high diversity of experts, Internet media, think tanks, and many other sources are normally essential for understanding any given aspect of public policy or political behaviour. The supplementary readings in Professor W's third and fourth year courses are more numerous.

#### **Short Tests**

Compulsory, the final test is worth 10%.

The 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 provided.

### **Vc 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, both often operated by people with sometimes modest knowledge of international events, business, women's issues, and

minorities' concerns as well as a low propensity to anticipate the unexpected (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.

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 while exercising influence over western universities. 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 and 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 and yet 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%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-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

See communications subsection on page 1.

### VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Written or oral queries/questions about term paper, research projects	Major questions especially welcome in January	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible.
B. Seven short multiple choice tests	As indicated	40%	University rules	Based on course content and events. The first six tests will be worth 30%, calculated as the average of the top four of your six. Early tests will have some emphasis on syllabus content and research skills discussed in class. Missed tests will not normally be replaced. A third or more missed test will require medical documentation. The last or seventh is worth 10%.
C. Research paper	Deadline March 9; uploading allowed March 9-30	50%	Medical or personal reasons	Students may select any approved topic, exceptions with instructor's written permission.
D. Participation	All	=/<10% extra	NA	No grade for class or TA group discussion will normally be used to calculate the final course grade if under the combined grade for tests and paper.
E. Research topics	-----	-----	-----	May be off syllabus list with written permission. Intended empirical, quantitative data aspects should be spelled out in advance.
F. Optional grade raiser	Submit by email to Prof. W	20%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn.



## VII Evaluation in Detail

### VIIa Term Paper – Teams

The team experience can provide more learning, more efficiency, and more friendship. For requirements, see subsection on Communications on page 1.

### VIIb Writing – Quality and Plagiarism

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

The University and the course take plagiarism seriously. The origin of data must be described completely. If the data are secondary, i.e. not your own, bibliographic references must be complete so that any reader could easily verify the accuracy of your data by checking easily with your source.

You may only re-use data, data analysis, and/or data interpretation from another of your term papers if you receive prior written permission from Professor Winn.

### VIIc Term Paper – Research Quality

Quality empirical research requires clear, concise writing about

- the purpose of the paper;
- why the topic matters;
- quantitative data you collect and/or analyse;
- sampling procedures and how you assured no bias;
- how any hypothesis/proposition/interpretation of your data is related to the nature of the data;
- the tables and/or charts you are using;
- the sources of the data in these tables and/or charts.

### VIIId Term Paper – Table and/or Chart Nomenclature

A hypothetical table on age and voting could have the title, *Table 1: Age and Voting*. A chart on education and reading the *Economist* could have the title, *Fig. 2: Education and Reading the Economist*. The sources of the data should be complete.

#### Accommodation and Research Assistance

- Test accommodation – A medical note will normally be required only if three or more tests are missed.
- Late paper accommodation— acceptable for medically documented reasons.
- Librarian Aleksandra Blake – would gladly advise on non-empirical aspects (i.e. where to find media but not how to content-analyze media). Seeking Ms. Blake's advice early in the term will bring you significant benefits, including more free time.
- Professor Winn – would gladly help with respect to design, media, sampling, analysis etc.

### **VIIe Term Paper – Data, Quantity, Statistics**

Assignments must be data-focused. The purpose is to provide students with competitive advantage in the challenging economy of the COVID era.

Data will matter: (a) the quality and quantity of the quantitative data, (b) the intelligence/plausibility of your analysis, inferences, and conclusions, and/or (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. Please feel free to consult Professor Winn.

### **VIIf Term Paper – Size**

A strong paper may have many numbered tables and charts but as few as 2-4 pages of writing. A strong paper might consist of about one page or so spelling out

- the paper's purpose,
- how the data were collected, and

about one page or a few pages linking the main conclusions to your numbered charts and tables.

Each conclusion should be linked to the chart or table containing data supportive of that conclusion. For an explanation, please see section VIId for a discussion of table/chart nomenclature. A lot of writing will not be necessary since you will have invested a fair amount of effort in data or content analysis.

### **VIIg Term Paper – Grading of the Empirical/Quantitative Component**

The quality of charts, presentation, writing, and data interpretation will influence grades. With respect to the empirical/quantitative data component of the paper, grading will also be influenced by (a) quantity of data, analysis, and interpretation and (b) team size. For hypothetically two teams of the same size, the grade will be higher if the quantity of original data and data analysis/interpretation is larger.

### **VIIh Topics for Papers**

#### **Topics**

Please feel free to consult Ms. Blake re media access and discovery of any existing academic study or sources on your topic.

Please feel free to consult Prof. Winn re dates, coding, media choices, efficiency (saving time), and/or interviewing journalists for their reaction to your findings if interviewing proves appropriate. If part of your project, surveys/interviews will often require CU authorization.

Table 1, below, describes pre-authorized topics. Please feel free to propose other topics for possible approval. If your intended topic is other than from table 1 below, you will need written permission. If

you read the table before it is discussed in class, please be unconcerned if it seems complex. The different essay options in the table are less complex than they may appear to be in this ultra-concise summary.

The normal deadline for requesting written approval of an authorized topic is the end of the first month of the term. Topics are placed in table 2 because they may need discussion for planning purposes.

Irrespective of topic, please remember to (a) describe and analyze an important empirical, i.e. quantitative, data element at the core of your planned research and (b) begin your poll if you do one as early in January as possible given that it will require university approval.

Table 1: Pre-Authorized Topics

Area	Topics	Data
A. Internal threats to democracies	Four options come to mind but you may conceive of a 5th: <ul style="list-style-type: none"> <li>○ Media – main media in principal democracies. Nations might include U.S., U.K., Canada, Australia plus perhaps a very 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></li> <li>○ Academics – the academic journals in principal democracies (e.g. in politics, economics, public administration, and domestic policies); <b>or</b></li> <li>○ Great writers – concerns expressed about internal threats to democracy by classic writers about democracy such as Locke/Penn/ Montesquieu/Jefferson/Paine; <b>or</b></li> <li>○ Politicians – the legislative records of democratic legislatures plus Presidents who do not sit in their legislature. Please keep in mind that the U.S. Congress publishes records of statements not made in the presence of other Representatives and Senators.</li> </ul>	If your study is about national media: <ul style="list-style-type: none"> <li>(a) The longer the time period for your data collection, the fewer the nations in your study;</li> <li>(b) Normally limit yourself to one rightwing and one leftwing outlet, both respectable (e.g. <i>Telegram</i> and <i>Guardian</i> in the U.K.);</li> <li>(c) When news coverage is rich, please consider random sampling. When coverage is not rich, the focus should be on a population study, i.e. all.</li> </ul>
B. External threats to democracies	Analogous to above except in the academic option, where you would focus on journals in politics, economics, international affairs, and defence.	Analogous to above
C. China	Option 1: Media coverage of surveillance/violence/espionage/brutality/cross-national censorship and/or anti-democratic practices of China. Option 2: Media Falun Gong coverage including democide and organs. Option 3: Politicians as described above in option A.	Start date could be 1948/later. Your project could analyze L and R media as in option A, above.
D. Islamism, i.e. extremism	Analogous to the options described for option A, above, the research could explore this theme in some detail, perhaps with a focus on treatment of ethno-religious minorities (e.g. Christians) or women.	Analogous to above

E. Higher education and its values	You could analyse what publications devoted to colleges/universities may or may not say about such matters as the rights of students to disagree with their professors, the role of political diversity among faculty, and the core educational or training purposes of universities.	Analogous to above
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

## VIII Weekly Topics and Readings

1. Jan. 12: 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 syllabus, term papers, teams, tests, TA groups, readings, deadlines, grade raisers, Professor Winn, and cuLearn,
  - Concept of the *Black Swan*.
2. Jan. 19: Test, 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-I35Ladk>
3. Jan. 26: Agenda Setting, Policy Implementation, and Evaluation
  - Read Miljan, chs. 4-6.
  - Media and University cultures.
4. Feb. 2: Test, Macro-Economic Policy, Taxation, Spending, the Depression
  - Miljan, chapter 6-7.
  - <http://walterwilliams.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. 9: Test, Social Policy 1
  - Miljan, chapter 8
  - <http://www.edsc.gc.ca/eng/disability/savings/index.shtml>
6. Feb. 16: Test, 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> 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*.

### BREAK

#### 7: March 2: Health Policy

- Miljan, chapter 9
- <http://www.city-journal.org/html/ugly-truth-about-canadian-health-care-13032.html>

#### 8. March 9: Test, Canada as Budget Leader and U.S. Falling Behind. Term paper deadline March 9; accepted til March 30.

- Brian Lee Crowley, Jason Clemens, and Niels Veldhuis, *The Canadian Century: Moving Out of America's Shadow* (Toronto: Key Porter, 2009) ISBN 1554701880. Parts I-IV, scan.

#### 9. March 16: 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 1-7

#### 10. March 23: Test, Health, Heresies, and Controversies

- Robert F. Kennedy Jr., chapters 8-12

#### 11. March 30: Family Policy and Aboriginal Policy

- Miljan, Chapter 9-10-11
- 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>

#### 12. April 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.

### 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.

## VII Policy Statements of Carleton University

### Pandemic-Related Counsel to Members of the Carleton Community from the Provost

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All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## Appendix

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### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

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Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

**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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

**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 information, please visit [carleton.ca/pmc](https://carleton.ca/pmc).

**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 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. <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).

### **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).



## **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 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, 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.

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.

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. During the COVID-19 pandemic, 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:

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

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.