

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

Fall 2023

**PSCI 3406A**  
**Public Affairs and Media Strategies**  
**Wednesdays 11:35 a.m. – 14:25 a.m., Nideyanan (ex-Unicenter) 282**

**I General information**

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

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

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

**II Course Description**

**Ila Content – Five Goals from Pinpointing the Origin of Information to Measuring Communications Effectiveness to Advocacy for Young Adults**

To contribute to your success at power and persuasion, the course emphasizes in varying degrees

1. Origin – both the formal origin/source of information (e.g. governments/politicians/businesses/ interest groups/criminals) and the *de facto* or true origin. Together, the formal vs. true source of communication might help distinguish among genuine, bogus, misleading, irrelevant, unknown, unknowable, hypothetical, and/or shockingly important information. The distinction might also reveal motive;
2. Channels – to also help assess motive and validity you may need to distinguish information according to whether it is communicated through (a) mass/new/sector/niche media, (b) big tech and/or (c) interests, adversaries, experts,

**Syllabus Sections II to VI**

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

- governments, businesses, criminals or other channels;
3. Minds – to achieve effectiveness in communication, the communicator may need to remain alert to the normal inflexibility, simple-mindedness, fear, ignorance, pre-conceptions and/or laziness of humans. To gauge effectiveness in communication, the communicator will need access to the metrics in polling/public opinion research and other forms of measurement, vital for (a) planning effective communication in advance and (b) gauging the effectiveness of anyone’s communication after the fact;
  4. Accuracy and persuasiveness – accuracy in interpreting communication and knowing when disagreement should be ultra-courteous or the opposite will often enhance success in friendship, education, business, public affairs, career, income, and even in disagreement; and
  5. The economic interests of adults in their 20’s – how to (a) rate governments accurately and persuasively with respect to the impact of their taxes/spending on the financial welfare of your generation, (b) form and operate an effective advocacy centre, and (c) build a resulting career.

**How to Turn Public Affairs Strategy into a Benefit to You**

- Point # 5 to the left highlights that this will be one of several goals of the course.

## **IIb Aims – to Understand Major New Media/Communications Challenges**

“Public affairs” (abbreviated as PA) is often a euphemism for lobbying and/or communications. In this course, public affairs refers more often to communications/mass persuasion and their challenges. The terms “public affairs strategies” and “media strategies” allude to winning hearts and minds. Winning hearts and minds may require potential allies such as think tanks, research institutions, top experts, and even paradoxically from companies that your own company may be competing against. Your strategies may have to deal with about ten major challenges/problems facing MSM, as distilled in table 1.

*Table 1:*

*Ten Domestic and/or Foreign Policy Content Challenges to MSM Media in 2023*

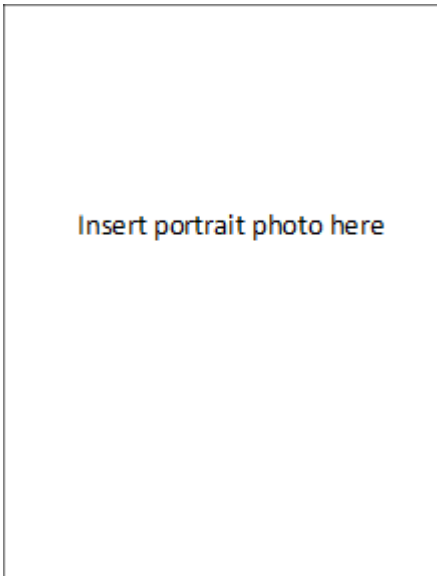
<b>Media Challenges</b>	<b>Detail</b>	<b>Likely or Confirmed Impact(s)</b>
1. Financial and audience declines	Hundreds of newspapers dying, staffs wilting, and economic frailty	Declining mass public use and hence knowledge
2. New media competitors	Explosive growth of new technologies, experts, think tank newsletters, big tech communications oligopolies	Rise of a slice of more knowledgeable readers
3. Understanding domestic programs	Little writing or pressure from media on governments to measure and report the actual effects of programs/ policies as opposed to their claimed effects.	Continuation of policies that may not achieve claims
4. Understanding the military	Weak knowledge of weapons changes, Eur’s military fall, weak U.S. munitions reserve, and PRC’s rise.	Lower public/politicians’ calls for better spending
5. Understanding dictatorships	Weak reports of brutality, bogus communication, spying, and financial power over our politicians <i>et al.</i>	Greater power of dictatorships
6. Understanding govt debt	Low awareness/reporting of multi-decade rise in debt and its negative effects on younger generations	Rising inequality by age; resistance to reform
7. Surveillance, spies, bribery,	Poor reporting of the dramatic rise and effectiveness of espionage and financial tools of influence.	Decline in US mil. power, barriers to Congressional

<b>Media Challenges</b>	<b>Detail</b>	<b>Likely or Confirmed Impact(s)</b>
PRC rise		alertness to many threats
8. Media – hi US asymmetrical partisanship i	Murdoch’s <i>NY Post</i> and Fox News are alone among mass media; <i>WSJ</i> divided between liberal reporters and conservative editorialists.	Less confidence in media, late censorship grasp and media feedback to Biden
9. Democracies’ decline	Eur’s economic decline, negative birth rates across almost all democracies	Inattention to policies re negative birth rates
10. Democracies’ quasi-ethical decline	Manifested in global effects of USG-big tech censorship plus politicians profiting from inside information and vast investments in PRC.	US response to PRC likely >10 yrs late as a result

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

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

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



### **IId Objectives – Understanding Winning Strategies and New Competitors**

The course will sometimes look at new strategies, competitors, and situations. We will look at the public affairs implications of threats arising from the pandemic, menaces to equality, challenges to freedom, media discrimination, genocides, pesticides, fairness, achievement, China, Communism, fascism, Islamism, Iran, and Russia. We will look at the public affairs/career implications of themes you may recommend. We will look at how you might improve society and/or your career prospects by combatting unsatisfactory conduct on the part of government, corporations or other organizations in society.

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

Key organizational features of the course are:

- a. PPTs – for lectures and all content including bibliographic references relevant to tests;
- b. Multiple choice tests – dates summarized in section VI on evaluation at a glance and presented in VIII on lecture schedule;
- c. Lectures – please interrupt to ask questions, add thoughts, or disagree. Disagreement welcome – those who disagree will normally get the last word;
- d. Term paper topics – pre-authorized outlined below. Alternative empirical-quantitative options are welcome before October while requiring at least brief team-professor discussion and written approval.
- e. Table in section VI – distills information relevant to organizing your activities in this course.

### IV Learning Outcomes

<i>Desirable Outcome for You</i>	<i>Possible Value</i>
1. More time concentrating on sources of news/information of opponents	Better understanding of opponents, hence better prospects for victory
2. More in depth research using a diversity of sources	Improves success in (a) public affairs/communications efforts, (b) course/graduate schools/job searching, (c) advocacy, and (d) career advancement
3. Knowing think tanks, researchers plus diverse news and information sources	Knowledge helps lead to success
4. Learning what and especially why you reject	Improves the quality of your opinion plus your potential success winning in PA
5. Learning what your target audience may reject	Enhances success at persuasion and hence public affairs victory
6. Higher empirical-quantitative data aptitude	Enhances job or income prospects, in some cases as a result of publication
7. Gauge opponents' attitudes	Valuable for weakening their own attitudes
8. Gauge swing voter attitudes	Increases chance of winning
9. Gauge your supporters	Valuable for increasing their loyalty
10. Satisfying submission dates	Deadlines are vital for success.

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

#### Va **Textbooks – None**

You will get a sense from lectures that some/many non-textbook sources are especially valuable.

## Vb Lectures, Testing, Disagreement, and Three Source Categories

Please note the following:

- Queries are welcome in class – so is courteous disagreement, possibly supported by some evidence. CW agrees with Professor Thomas Sowell that “one of the most pathetic – and dangerous – signs of our times is the growing number of individuals and groups who believe that no one can possibly disagree with them for any honest reason.” (see p. 20);
- Short, multiple-choice tests – they will begin seven classes (see section VI table for dates and test content);
- Three types of readings – (a) academic sources in the syllabus – including good scholarship that exists with some identified with an asterisk; (b) think tank and non-university sources in the syllabus –short, timely writings that may reflect high awareness of recent events; and (c) varied sources in the PPTs – they may involve excellent analysis of events or excellent talks/lectures at famous historical museums.
- Defamation – vital to understand to (a) protect yourself against risk of unintentional practice and (b) appreciate that certain categories of people (e.g. U.S. politicians) are not protected against defamation under their country’s laws and hence cannot sue false accusers for financial compensation for spreading false accusations.

### 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 missed tests will not normally be provided.

Some students may find learning about readings from diverse sources helpful for years to come. These authors may know events well and be fearless about brutal dictatorships. Students will also be expected to follow the news from MSM and non-MSM sources, read the URLs, and be aware of the works in the scholarly lists, especially ones identified with an asterisk.

## Vc Communicating and Consulting

Please

1. follow Carleton rules – only a Carleton email address;
2. text to Prof. Winn’s phone (416-460-5844) when time-sensitive including your name and course;
3. request permission in writing for an unauthorized term paper topic before October;
4. consult CW if you feel a need for research methods advice;
5. consult Ms. Aleksandra Blake in the library re access to existing academic studies on your topic;
6. consult University authorities for authorization in early September if you plan survey research;
7. upload your final paper to Brightspace on Nov. 13<sup>th</sup> or 14<sup>th</sup> by one member of your team .

## VI Evaluation at a Glance

Task	Date	% of Total Grade	Extension Dates	Comments
A. Questions about term paper/research	Timely in September	zero	N/A	For your own benefit, queries should be submitted as early in the term as possible.
B. Seven short multiple choice tests at the beginning of class.	<ul style="list-style-type: none"> <li>○ Sept. 20</li> <li>○ Sept. 27</li> <li>○ Oct. 11</li> <li>○ Nov. 1</li> <li>○ Nov. 8</li> <li>○ Nov. 22</li> <li>○ Nov. 29</li> </ul>	40%	University rules	<ul style="list-style-type: none"> <li>○ Tests based mainly on                             <ul style="list-style-type: none"> <li>(a) lectures/PPTS supplemented by possible questions about...</li> <li>(b) syllabus sections I to VII,</li> <li>(c) syllabus section VIII with questions derived from familiarity with the list but not detailed content within readings unless perhaps asterisked in the syllabus and highlighted in class,</li> <li>(d) items in the news, and/or</li> <li>(e) comments from students in class.</li> </ul> </li> <li>○ The first six tests will be worth 30%, calculated as the average of the top four of your six.</li> <li>○ Missed tests will not normally be replaced. A third or more missed tests will require medical documentation.</li> <li>○ The last or seventh test is worth 10%.</li> <li>○ Early tests will have some emphasis on syllabus plus research skills discussed in class.</li> </ul>
C. Remote classes	Oct. 18 Dec. 6	N/A	N/A	N/A
D. Research paper	Uploaded Mon/Tues Nov. 13/14	50%	Medical or personal reasons	Normally prepared in student teams. Students may select any approved topic, exceptions with instructor's written permission.
E. Participation in class discussions	All	10%	NA	At discretion of the instructor based on quality.
F. Research topics	-----	-----	-----	May be off syllabus' pre-approved topics with written approval of a written request received in September.
G. Optional grade raiser	Nov. 30	20%	NA	Optional contribution to list of professors in democracies. Task requires conversation and written confirmation by Professor Winn.

## VII Evaluation in detail

### VIIa Term Paper – Teams

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

### VIIb Term Paper – Writing Quality

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 not your own, bibliographic references must be clear and complete so that a reader could verify the accuracy of the data by checking 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 – Plagiarism and AI

Carleton rules require written permission to (a) use AI at all or (b) re-use data/data analysis/data interpretation from another of your term papers. Written requests must be submitted in September.

### VIIId Term Paper – Research Quality

Quality empirical research requires clear, concise writing involving

- a core of 4 pp or fewer plus tables/charts, appendices, and clear, concise writing;
- the purpose of the paper and why it matters;
- quantitative data you collect and/or analyse plus sources;
- sampling procedures and anti-bias procedures;
- how any hypothesis/proposition/interpretation of your data is/are related to the nature of the data;
- the sources of your data.

### VIIe 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.

### VIIIf Term Paper – Data, Quantity, Statistics

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

Data will matter in various ways: (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

#### Some Paper Requirements

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

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.

### **VIIg 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 so linking the main conclusions to your numbered charts and tables.

Each conclusion should be linked to the numbered chart or table containing data supportive of that conclusion. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

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

The quality of charts, presentation, writing, and data interpretation will influence grades. So too will (a) quantity of data and (b) team size. For hypothetically two teams of the same size, the grade will be higher if the quantity of original data and/or quality of data analysis/interpretation is/are higher. A lot of writing will not be necessary since you will be investing a fair amount of effort in data or content analysis.

#### *Accommodation, Research Assistance and Term Paper Topic Flexibility*

- Test accommodation – A medical explanation from the student will normally be required if three or more tests missed.
- Late paper accommodation—acceptable within CU limits for medical reasons.
- Librarian Aleksandra Blake – would gladly advise on how to find media. Early in the term will bring you major benefits.
- Professor Winn – would gladly help with respect to design, media, sampling, analysis.
- Professor Winn – would gladly consider modifications to pre-authorized topics (table 2, below) or new themes if proposed in writing before October.

### **VIII Topics for Papers – Pre-Authorized**

Papers are to be uploaded to Brightspace on Nov. 10<sup>th</sup> or 11<sup>th</sup> by one team member. Please feel free to consult (a) Ms. Blake re media access and studies on your topic and (b) Prof. Winn re methods. Table 2, below, lists pre-authorized topics. Other topics may be approved if proposed in writing in September. Surveys/interviews often require CU authorization.



*Table 2: Pre-Authorized Term Paper Topics*

Area	Pre-Authorized Topics	Data
1. Democracy's ideas	Compare media definitions and uses of democracy and democratic principles	Beginning in 1933, the project might content analyze L and R media in US/UK/Ca/Austr/Fr + perhaps Ger/India/Isr/NZ/Swed.
2. Crimes among politicians	(a) Explore specialized literature and then measure reporting, (b) develop a taxonomy of different types of crimes, and (c) compare media	Analogous to above
3. Civil service ethics and crimes	Analogous to above	Analogous to above
4. Corporate taxes	Compare media treatment of corporate taxes, inequality among corporations, special Rx of sectors, and/or tax avoidance at home or abroad.	Compare treatment of issue by ostensibly L vs R media in major democracies
5. Coverage of genocides post-1890	Compare major western media coverage of some/all of Belgian-Ger genocides in Africa, Ottoman of Armenians/Syr. Christians, Russia of many, Japan of Chinese, Nazis of Jews/PWD/Poles, Maoists of Chinese, Xi's China of Falun Gong etc. R.J. Rummel and his associates are good sources in most cases. He recommended other authors on the Holocaust.	Similar to above
6. Genocide - Falun Gong	Compare coverage by nation and L vs. R. Possible media interviews re interpretation but not a requirement.	Analogous re coverage. Consult Prof. W re interviewing media.
7. Big Pharma	Compare reporting and editorial treatment of drugs in countries that do not allow drug advertising vs. USA	Content analysis
8. Pesticides, antibiotics in agriculture	Compare media treatment with medical evidence	Compare media in the democracies in recent years
9. Global expansion of Chinese influence	Develop a taxonomy of PRC influence instruments (e.g. Western politicians investing in PRC, low price exports, bribes, sex, scientific theft, military theft, acquisition of land near US military bases, investment in global ports, acquisition of precious mineral mines etc., intervention in Cdn election). Then compare media coverage.	Compare media in the U.S. and selected other democracies
10. Advertiser power over media	Compare media coverage of the matter	Similar to above

## **VIII Course Schedule – Topics, Reading, Tests**

Classes will tend to have

- one or more sets of PPTs posted on Brightspace ahead of the lecture,
- brief tests at the beginning of classes specified below and in VI, and
- discussions in some weeks, concluding with a small number of students providing concise summaries of their sense of what was said.

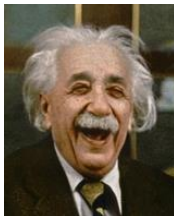
Three types of potential sources of information are provided: conventional library works and URL references in the syllabus plus occasional source references in the PPT's. Time permitting, please skim through the small subset of library works that have an asterisk (star). The first example is “\*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)”. Please also consult as many items on each week's URL list as time permits.

### Special Note on Lecture Content

1. First weeks -- additional emphasis on syllabus and term papers including empirical methods.
2. Varied sources – goal to increase awareness that politics involves uncertainty and/or deception, hence requires many ways of confirming phenomena reported and uncovering those unreported.
3. PPTs – some will include supplementary bibliographic references in the case of recent events.
4. Lectures – towards the end of some lectures, time will be set aside to talk about what’s missing or wrong in what we think we know plus how these gaps or errors can be turned into career advantages for you.
5. Books, articles, monographs, and other sources, below – please pay attention to those asterisked, especially if highlighted in class. A few syllabus items might appear in test questions and/or rise in value for you in future years.

#### 1. Higher Education, Politics, and Research:

- (a) Universities—Who Serves Whom,
- (b) Political Persuasion—What Info Do You Need for Results,
- (c) Spotting Motives—Does It Matter, and
- (d) Empirical Research—How to Make It Serve You (Sept. 6)



Vs.



#### Library (asterisk indicates special importance)

1. \*Unless otherwise indicated, the following items are taken from \*Dan D. Nimmo and Keith R. Sanders, eds., *Handbook of Political Communication* (Beverly Hills: Sage, 1981): Robert L. Savage, “The Diffusion of Information Approach,” chap. 3; Maxwell E. McCombs, “The Agenda-setting Approach,” chap. 4; Richard Hofstetter, “Content analysis,” chap 19; Alan Rubin, “Uses, gratifications and media effects research” in Jennings Bryant and Dolf Zillmann, eds., *Perspectives on Media Effects* (Hillsdale, N.J.: Lawrence Erlbaum, 1986).
2. J. Grimmer and B. M. Stewart, “Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts,” *Political Analysis* (January, 2013)
3. Allan Bloom, *Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (2012)

4. \*Sharyl Attkisson, *The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote* (Harper, 2018)

### Tasks to Think about or Do

1. Course syllabus – please read it very carefully.
2. Please think carefully of whom you would like as a research partner among students in the class and about different project options that you might consider carrying out.
3. Please ask yourself about the public affairs or PA facing each of the following:
  - a. democracies,
  - b. the west,
  - c. media – old and new,
  - d. your generation,
  - e. Australia,
  - f. France.
4. Spend some of your spare time reading or glancing at newspapers from beyond Ottawa, (i) especially in the U.S. plus (ii) the U.K., Australia, India, Israel, Sweden, and Nigeria, (iii) China, Japan, Taiwan, South Korea, and Viet-Nam, (iv) France, Germany, and Western Europe, plus (v) areas of special interest. Please ask yourself why these countries are chosen and organized in this way.

## 2. The Mind—How Can Genius and Idiocy Cohabitate (Kahneman), (a) Global Drama—China’s Rise, Europe’s Decline, Christianity’s Retreat, Neo-Iranian Imperial Dreams (224–651 AD), Incremental Sunni-Israeli Conciliation, U.S. Upheaval, Intergenerational Inequality Exploding across the West, (c) Empirical Research—More on Making It Serve You (Sept. 13)

### Library

1. Main lecture on System 1 Thinking and the laziness of the human brain.
2. \*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)
3. Terence Flynn, "Do They Have What It Takes? A Review of the Literature on Knowledge, Competencies, and Skills Necessary for Twenty-First-Century Public Relations Practitioners in Canada," *Canadian Journal of Communication* 39.3 (2014): 361-384 available online at proquest.

### URL's

1. \*Judith Bergman, China: The Perfect High-Tech Totalitarian State, 18 June, 2019  
<https://www.gatestoneinstitute.org/14365/china-totalitarian-technology>
2. <http://sultanknish.blogspot.com/2019/08/16-muslim-countries-endorse-china.html>

Judith Bergman

Lawyer, columnist, and  
Distinguished Senior Fellow at the  
Gatestone Institute.

3. Weakness of Russian collusion investigation (24 July, 2019): <https://pjmedia.com/trending/twitter-reacts-to-mueller-claim-hes-not-familiar-with-fusion-gps/>
4. China vs. U.S. –potential for a long fight: <https://www.nytimes.com/2019/08/07/business/dealbook/china-us-trade.html>
5. Why Canada to ban Beijing’s Huawei: <https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/> 2019012
6. Raymond Ibrahim, “Another Ignored Genocide of Christians Plagues Burkina Faso,” 15-Dec-19 at <https://www.gatestoneinstitute.org/15288/genocide-christians-burkina-faso>
7. Guilio Meotti, “Hungary’s Prime Minister Viktor Orbán: Europe’s Solitary Defender of Persecuted Christians” 14 Dec., 2019 at <https://www.gatestoneinstitute.org/15285/viktor-orban-persecuted-christians>
8. sMajid Rafizadeh, “In Iran, It Is a Crime to Be a Christian” December 29, 2019 at <https://www.gatestoneinstitute.org/15229/iran-christians-persecution>
9. Guilio Meotti, “Christians Beheaded for Christmas, The West Goes Back to Sleep” January 5, 2020 at <https://www.gatestoneinstitute.org/15369/christmas-christians-beheaded>
10. “Turkey’s No Longer Best-Kept Secret: Islamized Christians” in *The Persecution of Christians* 12 January, 2020 at <https://christianpersecution.com/turkey/turkeys-no-longer-best-kept-secret-islamized-christians/#:~:text=Turkey%E2%80%99s%20No%20Longer%20Best-Kept%20Secret%3A%20Islamized%20Christians.%20Persecution,Empire%20and%20its%20successor%20state%2C%20the%20Republic%20>
11. Lawrence A. Franklin, “China’s War on Religion Ensnarers American-based Pastor John Cao” 18 March, 2020 at <https://www.gatestoneinstitute.org/15743/china-war-on-religion>
12. Bassam Tawil, “Who’s Attacking Palestinian Christians?” March 8, 2020 at <https://www.gatestoneinstitute.org/15690/attacking-palestinian-christians>
13. Guilio Meotti, “The Vatican Surrenders to China,” 22 March, 2020 at <http://www.ruthfullyyours.com/2020/03/22/the-vatican-surrenders-to-china-by-giulio-meotti/#:~:text=%20The%20Vatican%20Surrenders%20to%20China%20by%20Giulio,Benedict%20XVI%20saw%20the%20danger%20of...%20More%20>
14. Wang, Jenny. “How Managers Use Culture and Controls to Impose a ‘996’ Work Regime in China That Constitutes Modern Slavery.” *Accounting and Finance* (Parkville) 60, no. 4 (December 2020): 4331–4359.
15. Srivastava, Rajendra N. “Children at Work, Child Labor and Modern Slavery in India: An Overview.” *Perspective* 56 (August 15, 2019): 1-6.

### Readings – Why So Many?

The expectation is not that you will have time to read all the readings or agree with all of them even if you manage to find enough time.

The goals are for you to

- see the benefit of becoming aware of so many different sources,
- embrace reading or knowing about diverse points of view including some absent from MSM, and
- become alert to issues you may not have thought of and democratic perspectives you may not agree with.

16. Sonnemaker, Tyler. "Apple Knew a Supplier Was Using Child Labor but Took 3 Years to Fully Cut Ties, despite the Company's Promises to Hold Itself to the 'highest Standards,' Report Says." Business Insider. December 31, 2020
17. Uzay Bulut, "Turkey: Pressures, Attacks, and Discrimination against Christians" 29 March, 2020 at <https://www.gatestoneinstitute.org/15789/turkey-christians-attacks-discrimination>
18. Raymond Ibrahim, "Jihadists Martyred Him for Refusing to Renounce Jesus Christ": The Persecution of Christians 12 April, 2020 at <https://www.gatestoneinstitute.org/15878/persecution-of-christians-february>
19. Raymond Ibrahim, "We Have No Mercy on You People": Persecution of Christians, July 18, 2020" 23 August, 2020 at <https://www.gatestoneinstitute.org/16391/persecution-of-christians-july>
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#### How Do We Assess Weakness in these Readings?

- We normally look for errors of commission, i.e. lying on purpose.
- But errors of omission might be more fruitful. What might the writer have missed?
- Errors of omissions are one reason why diverse readings are often valuable.

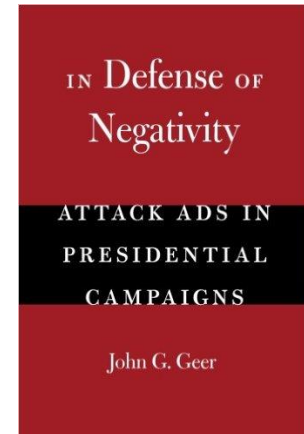
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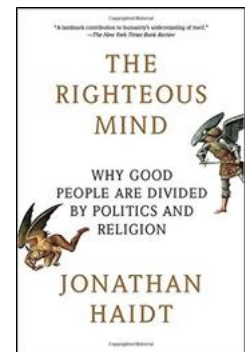
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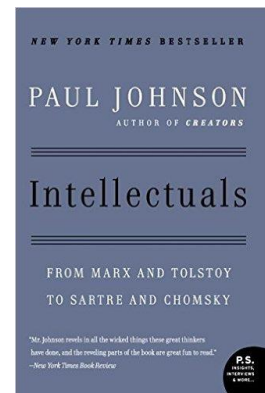
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### (b) Nations—Best Friends and Worst Enemies of Freedom and Decency (Oct. 18)

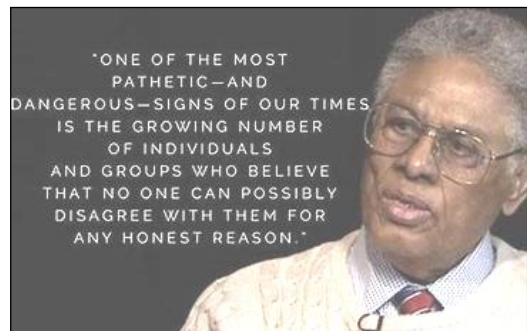
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(c) Changing Trustworthiness of Sources, and  
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**(c) Effects of Third Parties,**  
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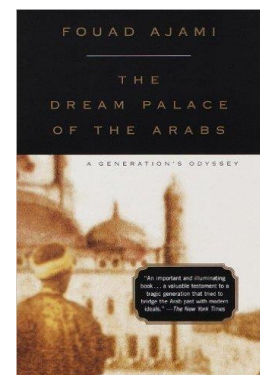
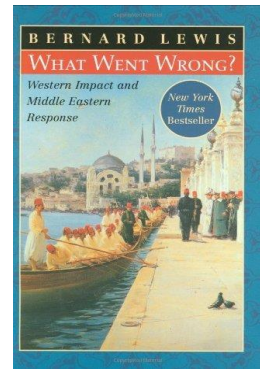
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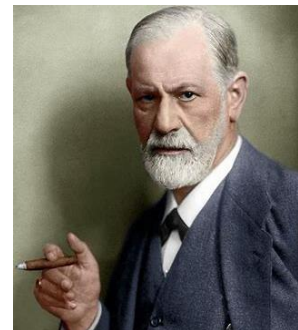
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### Three Policies – Lateness, Grading and Attendance

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

Grading procedures are described above.

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

## IX Policy Statements of Carleton University

### Student Mental Health

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

#### ***Emergency Resources (on and off campus):***

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- ***Carleton Resources:***

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### Requests for Academic Accommodation

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

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



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

**Accommodations for students with disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

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

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

### **Sexual Violence Policy**

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

### **Academic Integrity**

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

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

## ***Plagiarism***

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

Examples of plagiarism include, but are not limited to:

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

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

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

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

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

### **Intellectual property**

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

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

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

### **Grading**

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

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.