

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

Fall 2025

PSCI 3406A

Public Affairs and Media Strategies

Wednesdays 2:35-5:25 p.m.
Please confirm location on Carleton Central.

I General information

Instructor: Conrad Winn

Office Hours, Consulting Hours, and Communication:

- a. Course Description Communications channel – mainly F2F in campus classroom
- b. Professor Winn's practice:
 - All student emails must follow Carleton rules and use Carleton University email;
 - All meetings are subject to a student's pre-scheduling by email except for meetings in or just outside the classroom at the end of class;
 - All meetings on a subject affecting an optional team (e.g. a team project) should involve all members of the team;
 - All student emails devoted to pre-scheduling a meeting should describe the meeting's purpose. This is to allow the instructor to prepare in order to enhance the value of the meeting for the student's benefit;
 - All student emails devoted to pre-scheduling a meeting should offer three time-options convenient to the student;
 - Student emails will sometimes receive email responses within minutes, normally within 48 hours, subject to constraints arising from other university responsibilities;
 - Most meetings will be by Zoom (telephone as backup);
 - Availabilities for pre-scheduled Zoom meetings (telephone as backup) will be noon to 7 pm on weekdays, subject to prior commitments;
 - Campus F2F meetings will normally take place in the Library;
 - Availabilities for pre-scheduled F2F meetings in the Library will normally be noon to 2 pm Wednesdays and Thursdays, subject to prior commitments and pre-scheduling;
 - Professor Winn does not reserve his office for consulting.
- c. Destination email - cljwinn@cunet.carleton.ca, a channel that will elicit a quicker response.

II Course Description

IIa Goals

To contribute to your success at persuasive and winning strategies, PSCI 3406 emphasizes

1. origin – formal vs. true origin of information, helping to distinguish bogus from genuine motives.
2. channels – whether communication is direct or via mass media, proxies or other channels;
3. reach – the degree to which target audience(s) receive the messaging;
4. absorption – the extent to which communication is embraced, measured through polling;
5. many potential policy goals, e.g. helping the economic interests of younger adults – how to (a) rate accurately governments’ economic impact on the financial welfare of your generation, (b) operate an effective advocacy centre, and (c) build a resulting career.

IIb Aims – to Understand Major New Media/Communications Challenges

“Public affairs” (abbreviated as PA) is often a euphemism for lobbying, persuasion and/or communications. The terms “public affairs strategies” and “media strategies” allude to winning hearts and minds. Doing so may require allies, e.g. think tanks, research institutions, journalists, and even companies that your own firm may be competing against. Your strategies may have to deal with challenges affecting mainstream media (MSM), universities, the Internet and other institutions vital to public knowledge and hence public affairs communications. MSM challenges are distilled in table 1.

*Table 1:
Domestic and/or Foreign Policy Content Challenges to MSM Media in the 2020’s*

Media Challenges	Detail	Likely or Confirmed Impact(s)
1. MSM decline	Countless newspapers dying	Knowledge in decline
2. Objectivity decline	Media seem unusually one-sided	Declining/changing audiences
3. University decline	Top U.S. univs lost grants/respect as info sources b/c of sleaze (e.g. China/Qatar/oil cos/pharma etc.)	Decline as source of info, less respect, esp. in U.S.
4. Publishers’ decline	Books on wellbeing supplanting politics in retail	Decline of books as news source
5. New competitors	Rise of new media/experts/think tanks/newsletters	MSM news audience trust down
6. Internet oligopolies	Internet/telecom – less competition	>Censorship/partisanship/PRC spying
7. Low knowledge of domestic policy	Low media emphasis on measuring true govt policy/program effects	Govts continue counter-effective policies
8. Low knowledge of foreign policy	Western leaders/media know little about dictators’ historical goals, proxies or divisions of opinion among their population.	Weak forecasts and weak understanding of non-western nations
9. Low knowledge of military	Few know about weapons, fall of W. Eur’s military, U.S. munitions reserve, or rise of PRC navy.	Lower media/public calls for more spending
10. Low knowledge of dictators’ crimes	Low news re (a) spying/bribery, (b) brutality re women/Christians/minorities/critics, (c) assassins	Greater power of dictatorships
11. Low knowledge of govt debt	Low news re multi-decade rise in debt and negative effects on younger generations	Rising inequality by age; resistance to reform
12. Surveillance, spies, bribery, PRC rise	Poor reporting of high rise and effectiveness of espionage, escort women, assassinations	Barriers to Western publics’ alertness to many threats
13. Democracies’ material decline	Relative decline of economies/birth rates/policy stability/mil. across most non-U.S. democracies	Media inattention
14. Democracies’ freedom decline	Manifested in global effects of USG-Eur-big tech censorship plus politicians profiting from inside information and investments in PRC.	Several U.S./U.K./European/ media and Internet successes in censoring communication.

IIc Conrad Winn – Bio and Relevance to the Course

Professor of Political Science at Carleton for four decades, Dr. Winn will discuss briefly his professional/business/NATO/Cdn/UK/US and academic experiences and relevance to this course, which he has happily taught for years.



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 presented in VIII on lecture schedule;
- c. Lectures – please feel free to contribute or disagree. Concise, courteous disagreement will normally get the last word plus potentially a good grade;
- d. Term paper topics – pre-authorized as outlined below and explained in class. Alternative options are welcome while requiring written approval ideally in September, not past October 15.

IV Learning Outcomes (examples)

<i>Desirable Outcome for You</i>	<i>Possible Value</i>
1. More knowledge of opinions of pro/anti/swing players	Higher prospects for winning
2. More knowledge of subject	Higher prospects for winning
3. More diverse sources of info	Higher prospects for winning
4. More empirical-quantitative skill and/or respect for deadlines	Higher prospects for winning plus career/income success

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

Va Textbooks – None

Most items in section VIII, below, are available on the Internet, at the Carleton library, or at another library from which the Carleton library can arrange a loan on your behalf.

A subset of priority items with an asterisk will be available on the Internet or on Carleton Library Reserve. In the case of sources on the Internet, please note that organizations may modify their websites unexpectedly, causing a URL link to no longer function even if briefly. In such a possible case, one solution may be to search for the item at the source website.

Another approach may be an Internet search. An Internet search may sometimes lead to much free content by or about the author. In the case of books available for purchase, a few of you with strong personal interests may opt to make a purchase from a bookstore, the publisher or another source. Purchases are not required for the course.

Vb Lectures, Testing, Disagreement, and Source Categories

Please note the following:

- Queries, comments, and disagreement are all welcome. Often inspiring, courteous disagreement can lead to interpretations that neither party originally thought of or even a consensus that it may be difficult to know which interpretation to embrace. 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 Week 7, below);
- Understanding politics well enough to develop public affairs and media strategies for persuasion or victory in a contest can be a challenge. That helps explain the number of optional readings in section VIII;
- Short, multiple-choice tests (see sections VI and VII for dates);
- Types of readings – (a) academic sources; (b) think tank sources, helpful because of fearless authors; (c) independent thinkers, sometimes fearless too; (d) varied sources in the PPTs;
- Defamation – vital to understand to (a) protect yourself against unintentional calumny and (b) appreciate that certain people (e.g. U.S. politicians) are largely unprotected against defamation.

Vc Communicating and Consulting

Please

1. follow Carleton rules – only a Carleton email address;
2. text to Prof. Winn’s phone when time-sensitive including your name and course;
3. request permission in writing for an unauthorized term paper topic in Sept., Oct. 15 at latest, as noted above;
4. consult CW if you feel a need for research methods advice and library’s Ms. Aleksandra Blake re access to works on your topic;
5. consider consulting University authorities for authorization in early September if you plan survey research;
6. please review carefully the content in sections VI and VII, especially dates.

VI Evaluation at a Glance

Date	Type	% Course Grade
Sept. 25	MCT = Multiple choice test	7
Sept. 26	Research Proposal	8
Oct. 1	MCT	7
Oct. 15	MCT	7
Oct. 20-24	Break Week	nil
Nov. 12	MCT	7
Nov. 28	MCT	7
Dec. 3	MCT	14
Single authors –For family names beginning A to L, submission is requested on Nov. 19 but no penalties unless submitted after Nov. 26. For family names M to Z, the requested submission date is Nov. 26, penalties thereafter.	Essay	43
Teams of two or more co-authors – same as above using the family name of the co-author first in alphabetical order and with the caveat that quality should rise in proportion to the rise in number of authors.	Same as above	Same as above
Based on thoughts shared in class, the oral contribution grade can raise a student’s course grade, not lower it.	Oral contributions and/or a grade raiser	15

Optional contribution to list of professors in democracies is a possibility. Task requires conversation and written confirmation by Professor Winn.	List of professors	15
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VII Evaluation in Detail

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
Sept. 25	MCT = Multiple choice test	7	Next morning	Lecture, text/readings, news
Sept. 26	Research Proposal, uploaded to Brightspace	8	Approx. a week after submission	NA
Oct. 1	MCT	7	Next morning	Lecture, text/readings, news
Oct. 15	MCT	7	Next morning	Lecture, text/readings, news
Oct. 20-24	Break Week	NA	NA	NA
Nov. 12	MCT	7	Next morning	Lecture, text/readings, news
Nov. 28	MCT	7	Next morning	Lecture, text/readings, news
Dec. 3	MCT	14	Next morning	Lecture, text/readings, news
Single authors – for family names beginning A to L, submission is requested on Nov. 19 but no penalties unless submitted after Nov. 26. For family names M to Z, the requested submission date is Nov. 26, penalties thereafter.	Essay, uploaded to Brightspace	43	Feedback approx. two weeks after submission	For more detail, see “Essays – late,” below.
Teams of two or more co-authors – same as above using the family name of the co-author first in alphabetical order	<ul style="list-style-type: none"> Same dates as above Please note that expectations of quality rise in proportion to number of authors 	Same as above	Same as above	For more details, see “Essays – late,” below.
Based on thoughts in class, the oral contribution grade will affect course grade if higher than the remainder of course grade.	Oral contribution – optional grade raiser	15	End of term on request	<ul style="list-style-type: none"> Any comments relevant to lectures, methods, news or discussions. Please see grading detail to far left.
Optional contribution to list of professors in democracies.	Data collection as optional grade raiser and source of empirical experience	15	End of term per discussion.	Requires conversation and written confirmation by Prof. Winn.
Tests – missed	<ul style="list-style-type: none"> For one missed test, grade will be imputed as average of all others. For a second and subsequent missed test, to avoid a zero grade the student is asked to please provide the instructor with a physician’s note or a successful case. If deemed appropriate by the instructor, a student may also have an option of submitting an academic-consideration-for-coursework request form at https://carleton.ca/registrar/academic-consideration-coursework-form/. 			
Essays – topics	Conrad Winn will happily provide counsel on request re essays with any of the following considerations in mind: <ul style="list-style-type: none"> Quantitative or qualitative; Any quantitative analysis involving survey/opinion research, media content analysis or data 			

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
				<p>from government or another quasi-legitimate source of data OR</p> <ul style="list-style-type: none"> any qualitative analysis (i.e. non-quantitative analysis) where your main purpose is to assess accuracy of a single event or phenomenon, e.g. media reporting or non-reporting on a single phenomenon relevant to politics or efficiency/effective of government spending on a topic.
Essays – requirements				<ul style="list-style-type: none"> Page notes, not end notes Maximum 4 pp plus bibliography/appendix Appendix may contain tables/charts Bibliography limited to items in page notes Many examples to be discussed in class with some detail posted.
Essays – advice				<p>Conrad Winn will happily provide counsel on request re essays with any of the following goals in mind:</p> <ul style="list-style-type: none"> finding information or data. minimizing ratio of effort to success to the extent possible, increasing likelihood of achieving a student’s goal and/or use of AI and/or search engines
Essays – late				<ul style="list-style-type: none"> Following university rules, late submissions will be accepted til Dec. 5, 2025. Two percentage points will be deducted per day after Nov. 26 irrespective of last name unless supported by an MD’s note, evidence of disruptive circumstances, or other documentation deemed adequate by instructor or university. After midnight December 5, 2025, Prof. Winn will need persuasive evidence to accommodate submission.
Essays – Carleton University AI Rule. verbatim				<ul style="list-style-type: none"> “As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here [i.e. the syllabus] with the course instructor to ensure it supports the learning goals for the course.”
Essays – AI Use				<ul style="list-style-type: none"> Carleton rules require written permission by the instructor for AI use.. Even if limited to searching for sources, your appendix should please specify search engine name(s) and search word(s) that you used. A lecture will provide the rationale. Any AI use in your essay must be noted on page 1 of the essay indicating that the essay’s appendix includes a brief description of details. Please provide in your appendix adequate information about why and how AI was used. Such information is essential to protect your credit for the essay as well as to indicate the possibility or absence of possible limitations. AI reservation # 1 – use of AI for writing amounts to submitting as your own a paper prepared by software created by people other than you. That explains why use of AI to write a paper is an unacceptable practice in this course. AI reservation # 2 is that Google and some other search and/or AI devices have a history of partisan or quasi-ideological bias and hence intellectual limitations in searching for source material even if their use in essay preparation is permitted so long as adequately described. AI reservation # 3 is that Google and some other search and/or AI devices may not explore highly valuable but more obscure print or author sources such as many listed in section VIII, below. AI reservation # 4 is that Google and some other search and/or AI devices may not explore highly valuable writing/analysis in languages less common than English
Essays – Rationale for AI Rules				<p>Beyond Carleton University’s perspectives, the course rationales for the above AI rules are to:</p> <ul style="list-style-type: none"> help protect the University’s reputation for honest grading of honestly prepared student essays; and share insights about the limits to objectivity of AI and search engine procedures.
Essays – other constraints				<p>Students are prohibited from submitting to this course essays</p> <ul style="list-style-type: none"> previously submitted in another course, acquired in whole or part by commercial transaction or not authored by the student. <p>More details on essay content options will be presented in class and on Brightspace.</p>

VIII Schedule – Topics, Readings

Classes will tend to have one or more sets of PPTs on Brightspace weekly. Each week, kindly skim through the small subset of references that have an asterisk (star). The first example is “*Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011).”

Varied Pro-Democracy Sources

Some Other Lecture Topics Available

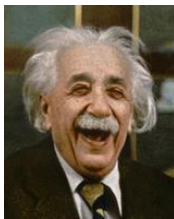
Discussion and perhaps polling may be used to learn if you’d prefer an auxiliary topic (e.g. censorship – political or health) to a topic below.

1. Higher Education, Politics, and Research:

(a) Universities—Strengths, Weaknesses, Competitors, Why?

(b) Political Persuasion—What Info Do You Need for Results,

(c) Empirical Research—How to Make It Serve You (Sept. 3, 2025)



Vs.



Library and other Sources (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)
5. **Covert Cash: What American Universities Don't Want You to Know about their Foreign Funding* at [Covert Cash - The Clarion Project](#). See also Niall Ferguson speaking on the decline of freedom at universities at [Niall Ferguson: The Vibe Shift Skips Academia - YouTube](#) (2025); “Why UATX Is the

Anti-Harvard” at [Niall Ferguson: Why UATX is the Anti-Harvard - YouTube](#) (2025); [“The Treason of the Intellectuals,” with Niall Ferguson | Uncommon Knowledge](#) (2025); [How The Nazis Conquered German Universities | Sir Niall Ferguson: The Treason of the Intellectuals](#) (2025)

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. Partnering is a recommendation, not obligatory.
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) China’s Upsurge, (b) Europe Decline and Christians, (c) Iran’s Imperial Dreams (224–651 AD) and Disunity, (d) Incremental Sunni-Israeli Conciliation, (e) Explosion of Intergenerational Inequality in the West (Sept. 10)

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 and Distinguished Gatestone Senior Fellow.
- Why do Gatestone and the Middle East Forum exist?
- What do universities, oil companies, Islamist Qatar/Iran, Communist China, Nazi Germany, and racism have in common?

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. *Majid 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 ‘96’ 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?

To...

- see the benefit of awareness of many diverse pro-democratic perspectives, and
- the resulting career benefits.

What to Look for in Readings?

Errors...

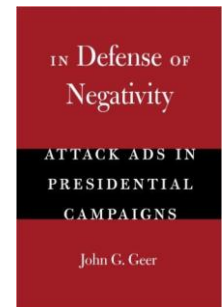
- ...of commission,
- ...of omission,
- ...from ignorance,
- ...from lying on purpose out of fear or fanaticism.

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>
20. Clarion Project, China College Funding Scandal– It Gets Worse May 11, 2020
https://clarionproject.org/china-college-funding-scandal-gets-worse/?utm_source=Clarion+Project+Newsletter&utm_campaign=d835d0ad5e-EMAIL_CAMPAIGN_2020_05_13_11_04&utm_medium=email&utm_term=0_60abb35148-d835d0ad5e-7032741&mc_cid=d835d0ad5e&mc_eid=c98ea6b77a

3. Communications—How to Identify the Right Targets and Actions, (a) the Paradoxes of China, Obama, Trump, and Biden b) More on Empirical Research (Sept. 17)

Library

1. *Thomas Holbrook, *Do Campaigns Matter*
2. *Ford Kanzler, "The Positioning Statement," *Public Relations Q.* (Winter, 1997-8), 18-20.
3. Paek, Hye-Jin, "Mechanisms Through Which Adolescents Attend and Respond to Antismoking Media Campaigns," *Journal of Communication*, March, 2008, Vol. 58 Issue 1, p84-105.
4. Douglas A. Hibbs, "Bread and Peace Voting in U.S. President Elections," *Public Choice* vol. 104 (July, 2000), 149-80.
5. Hans Kepplinger and Wolfgang Donsbach, "The Influence of Camera Perspectives on the Perception of a Politician by Supporters, Opponents, and Neutral Viewers" in David Paletz, ed., *Political Communication Research* (Ablex, 1987).
6. John G. Geer, *In Defense of Negativity: Attack Ads in Presidential Campaigns* (Chicago: University of Chicago Press. 2006) and Valentino, Nicholas A. review in *POQ* Winter 2006
7. Jonathan Rose, "Are Negative Ads Positive? Political Advertising and the Permanent Campaign" in David Taras and Christopher Waddells, eds., *How Canadians Communicate Politically* (Athabasca UP, 2011)
8. Tom Flanagan, *Winning Power* (Kingston: MQUP, 2014)
9. Damian Trilling *et al*, "From Newsworthiness to Share Worthiness: How to Predict News Sharing Based on Article Characteristics," *Journalism & Mass Communication Quarterly* (2016) and/or Matt



Shipman, “What New Story Characteristics Make People More Likely to Share It,” *Science Communication Breakdown* (June 27, 2016) at <https://sciencecommunicationbreakdown.wordpress.com/2016/06/27/what-news-story-characteristics-make-people-more-likely-to-share-it/8>. International Affairs—Iraq and News Effects (March 2).

10. Graham Allison, *Destined for War: Can America and China Escape Thucydides’s Trap* (Houghton Mifflin, 2017).

URL’s

1. Claudia Cattaneo, “How Canada was outplayed by America in the race to become an energy superpower” (June 3, 2016) at <http://business.financialpost.com/financial-post-magazine/how-canada-was-outplayed-by-america-in-the-race-to-become-an-energy-superpower>.
2. <http://www.businessinsider.com/ben-rhodes-nyt-profile-white-house-2016-5> on how White House deceived media over Iran deal.
3. On media bribery, see Eric Cortellessa, “Where did Ploughshares get its money to sell the Iran deal?” at <http://www.timesofisrael.com/where-did-ploughshares-get-its-money-to-sell-the-iran-deal/>; Ari Soffer, “J Street was paid by Obama administration to promote Iran deal” at <http://www.israelnationalnews.com/News/News.aspx/212592#.V0O0XRLmo2x>; and Dexter Van Zile, “NPR Ignores Biased Coverage of Nuclear Deal, Truth About Pro-Iran Mouthpiece” (June 8, 2016) at <http://www.algemeiner.com/2016/06/08/npr-ignores-biased-coverage-of-nuclear-deal-truth-about-pro-iran-mouthpiece/>. On bribery of a senior liberal think tank, see <http://www.politico.com/blogs/media/2013/05/goldberg-slams-brookings-via-qatar-163106> and/or <http://www.algemeiner.com/2014/09/07/hamas-backing-qatar-also-funding-brookings-institute-home-of-former-u-s-mideast-envoy-indyk%E2%80%8f/>.
4. <https://aibrt.org/downloads/EPSTEIN & WILLIAMS 2019-WPA-Evidence of-search engine bias related to 2018 midterm elections.pdf>
5. <https://www.politico.com/story/2019/08/07/white-house-tech-censorship-1639051>
6. <https://www.meforum.org/islamist-watch/58905/prominent-california-islamists-praise-imam-call>
7. <https://www.gatestoneinstitute.org/14293/facebook-government-censorship>
8. <https://clarionproject.org/qatars-vision-shapes-american-classrooms/>
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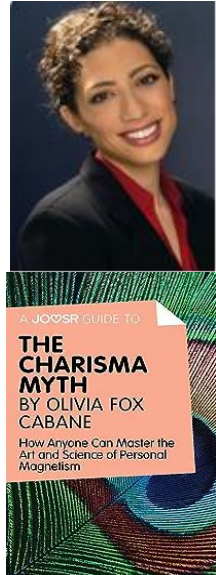
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(a) The Power and (b) Weakness of Academic Predictions (Sept. 24)

Via Zoom, not in classroom

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5. The Mass Mind—How to Mobilize It and Use the Media,

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(b) Implications for Public Affairs Strategy (Oct. 1)

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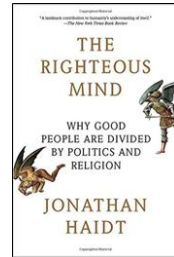
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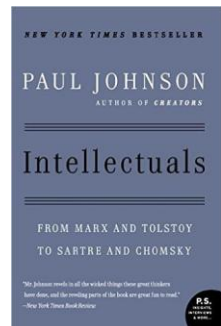
7. The Strangeness of

(a) Universities—Best Friends and Worst Enemies of Democracy

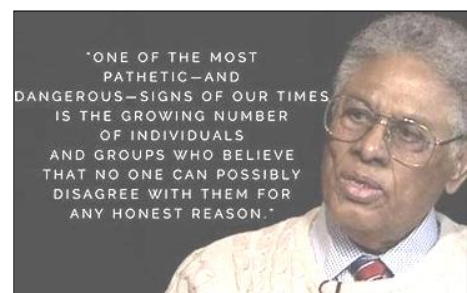
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Break Week (Oct. 22)

8. Challenges to Knowledge

(a) The Human Mind as a Barrier to Knowing, (b) Changing Sources of Knowledge, (c) Changing Trustworthiness of Sources, and (d) Internet and Technology as Friends and Enemies of Knowledge (Oct. 29)

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9. Internet

(a) Effects, (b) Social Media Effects, (c) Effects of Third Parties, (d) The Diversity of Political Users and their Agendas (Nov. 5)

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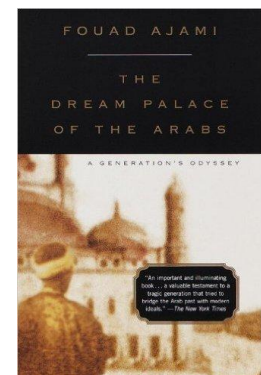
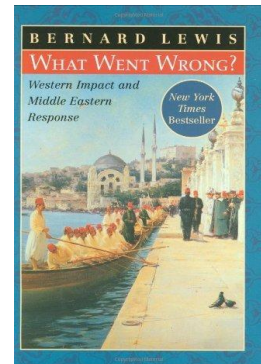


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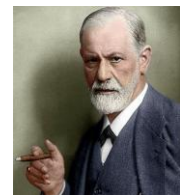
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Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

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

Emergency Resources (on and off campus):

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

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

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

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

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

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

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

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

Accommodation for Student Activities: Carleton

University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

PETITIONS TO DEFER

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

INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each terms Official Exam Period (may include evenings & Saturdays or Sundays). **For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#). Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

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

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

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

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