Public Affairs and Media Strategies
Wednesdays 11:35 a.m.-2:25 p.m.
Please confirm location on Carleton Central

Instructor: Professor Conrad Winn
Office: C676 Loeb
Normal communication: Please

- use a subject heading such as “PSCI3406 Advice about Paper” or “PSCI 3406 Seeking a Meeting” or “PSCI 3406 Skype or Telephone Availability” or “PSCI 3406 Proposal/Paper attached on X,”
- write from your CU account to conrad.winn@carleton.ca, and
- copy to conradwinn@gmail.com if/when CU system is down.

Communication types: Common types of correspondence are

- Telephone or Skype—Skype is conradwinn, mobile 416-460-5844. Please email possible times by email; by text when time sensitive;
- F2F—normal possibilities by email appointment within slots on Weds. 3-5:30 pm and Thurs. 10-2 pm. Please text mobile for same day request;
- Mandatory research proposals—1-3 pp. by EOD Thurs. Sept. 20, sent to conrad.winn@carleton.ca with teaching assistant cc’d (TBA);
- Mandatory term papers—due on Monday, Nov. 13, sent to conrad.winn@carleton.ca with teaching assistant cc’d (TBA);
- Request for research advice or explaining absence by email with optional F2F.

Email headings: Examples of email subject headings: “PSCI3406 Seeking F2F” or “PSCI3406 Proposal attached”
Attachments: Must be in Word with file names such as “PSCI3406 Trudeau Justin on Getting Elected” where Getting Elected is your term paper subject and you are Justin Trudeau.
F2F meetings: By appointment. Please email conrad.winn@carleton.ca for a F2F time on most Wednesdays 3-5 pm or Thursdays 10-2 pm. Text cell if asking same day.

Urgent contact: Text or telephone 416 460-5844.
General Information on the Course

Public Affairs Strategies (PAS)—Mass/Elite Persuasion, Not Lobbying

Many actors seek to influence public or elite opinions. The following groups can be actors or target audiences—politicians, public servants, businesses, unions, religious groups, charities, citizen advocacy groups, foreign democracies, dictatorships, crime syndicates, and terrorists, not to mention the parties in civil and criminal proceedings. These efforts are often called “public affairs strategies.” Public affairs tends to subsume communications, media relations, and public relations.

In downtown Ottawa, the term public affairs is historically a euphemism for lobbying. Another euphemism has been “government relations consulting.” Until recently, lobbying was treated in Canada like sex in Victorian England—it didn’t take place. This course is not about lobbying.

Increased Emphasis in Winter 2017—Internet and Social Media

This course places an increasing emphasis on the Internet and social media, especially in options for research. Social media matter because print is largely in decline while social media, Donald Trump has shown, can contribute to electoral success. The Internet matters because of how it is changing the rules of communication, giving importance to countless individuals, think tanks, and other research-oriented bodies.

The Mindset for Getting the Most out of this Course—Suspension of Belief

Students are apt to get the most out of the course by a temporary suspension of belief that actors are motivated by other than winning. Amoral skepticism is the friend of observers and players alike. A public affairs perspective helps explain why:

- politicians succeed (e.g. Canadian Liberals 2015; Republicans 2016; Brexit);
- ISIS can persist despite merciless bombing;
- affluent corporations (e.g. Apple, the world’s largest) prosper despite inferior/overpriced goods and services;
- reform movements (e.g. environmentalist, women’s rights) thrive most where they are needed least;

Intellectual Deliverables—What Students Should Take Away from the Course

Course graduates may:

- come to see actors in public life as a mix of actor, retail marketer, do-gooder, wealth amasser, featherbrain, genius, narcissist, megalomaniac, and thief;
- realize that true believers can be opportunistic;
- see organizations in public life as far more divided than they seem;
- become comfortable setting aside the paradigm of ideological motivations → public affairs actions → ideological outcomes for the

Paradox

Course graduates should ideally conclude the experience with a capacity to look at public actors as involved in a gladiator sport in which:

- words trump facts,
- opportunity trumps conviction,
- symbolic communication trumps unobserved reality,
- the actual effects of an action/policy being contrary to its claims,
- the playing field is rarely fair (the media and the academy may misrepresent reality and it may take generations to accept that previous representations were misrepresentations, and
- rationalization becomes the highest art form.
paradigm of non-ideological motivations→ actions that may seem ideological→ outcomes that may be non- or even counter-ideological;

- conclude the course feeling that they know what gambits to look for and are having fun doing so;
- enhance their own charisma;
- learn how to offer opinions persuasively;
- find that their new research skills increase their value to employers and/or effectiveness in graduate school.

Professional/career Deliverables—Enhanced Understanding of Media along with Skills in Communications, Quantitative Analysis (Content-analysis), and Opinion Research

Students intent on graduate school will benefit from

- exposure to Kahneman and Haidt, vital for understanding political behaviour,
- experience in collecting primary data—vital in most graduate programs,
- empirical analysis (through content analysis)—vital in most graduate programs even if the statistical skills required for content analysis are not advanced or frightening,
- not to mention a strong knowledge of PAS, PR, and communications.

Texts

None. For each specified week, students are asked to peruse assigned media and readings with special emphasis on the most important readings, those of Kahneman and Haidt. Neither are required texts but both are probably well justified purchases.

Source Material beyond Readings Assigned Below

Course participants will need to follow the news. Students will benefit from regular access to a wide range of traditional Canadian and international newspapers. English has become a lingua franca so that countless German, Pakistani, Israeli, Egyptian, Singaporean, and other newspapers are available in English. In English Canada, the most influential papers have been the Globe and Mail and National Post (national elites), the Ottawa Citizen (Parliamentarians and federal civil servants), the Toronto Star (Torontonians, especially Liberal elites), le Devoir (Quebec nationalist elites), and La Presse (the largest French language daily).

Television is helpful for understanding what audiences are exposed to. So, do please have an occasional look at CBC, Radio-Canada, CTV, CNN, Fox News Channel, and TV5, especially those channels you would not expect to agree with or normally turn to. Don’t rule out the ever popular, purely electronic platforms from Huffington Post and Buzzfeed to drudge.com.

Often the best information is free. It may come from think tanks, news aggregators, and governments over the Internet. Some sources are gatestoneinstitute.org, salon.com, honestreporting.com/ca, littlegreenfootballs.com, mediaresearch.org, instapundit.com, discoverthenetworks.org, dailykos.com, townhall.com, danielpipes.org, memri.org, pajamasmedia.com, powerlineblog, dailykos, drudge, fivethirtyeight, iPolitics, blogging tories, and the blogs/websites of intriguing individuals such as Carleton alumnus Warren Kinsella, Daniel Pipes, and Mark Steyn.

Examples of Test Questions

“Which of the following statements about PAS is untrue based on the readings and lectures of this course?”

“Which of these terms best describes the matrix or table reproduced below: codebook, dataset, explanation, theory, equation.”

“Which of the following are goals of this course?”

“Which of the following statements about a media organization’s audience reach is false?”

Which of the following best describes “the diffusion of innovation” paradigm?

Which of the following best describes “the diffusion of innovation” paradigm?
Try to act out of character, focusing on the ones that you are inclined to see as silly, wrong, odd, or alternatively too serious or not serious enough for your tastes.

**Evaluation and Schedule at a Glance**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>% of Total Grade</th>
<th>Extension Possibilities</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Research proposal</td>
<td>By EOD Thurs. Sept. 21**</td>
<td>Mandatory submission* 5%</td>
<td>For medical or personal reasons (family circumstances).</td>
<td>Students will receive all 5 points if they submit an outline on time. The purposes are for (a) students to have an early start on the project and (b) the instructor to identify projects that need help. The stronger the submission, the more able the instructor is to provide helpful feedback, and the happier the research experience. Students may subsequently change their topic.</td>
</tr>
<tr>
<td>B. Midterm test in class</td>
<td>Wed. Sept. 27</td>
<td>Mandatory test taking 10%</td>
<td>University rules.</td>
<td>Multiple choice test of up to an hour based on readings, relevant events, and lectures.</td>
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<tr>
<td>C. Midterm test in class</td>
<td>Wed. Nov. 1</td>
<td>Mandatory test taking 10%</td>
<td>University rules.</td>
<td>Multiple choice test of up to an hour based on readings, relevant events, and lectures.</td>
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<tr>
<td>D. Research paper</td>
<td>On Tues. Nov. 14**</td>
<td>Mandatory submission 40%</td>
<td>For research, medical or personal reasons</td>
<td>Students are required to choose an authorized topic with their proposal pre-approved. Electronic submission: students must submit their paper as a Word attachment to <a href="mailto:conrad.winn@carleton.ca">conrad.winn@carleton.ca</a> on March 28th.</td>
</tr>
<tr>
<td>E. Final exam</td>
<td>Exam period</td>
<td>Mandatory exam taking 35</td>
<td>University rules.</td>
<td>Multiple choice test of up to 120 minutes.</td>
</tr>
<tr>
<td>F. Attendance</td>
<td>11 classes</td>
<td>Mandatory attendance at 11 classes 0%</td>
<td>NA</td>
<td>Attendance will be gauged at random class times. Attendance in 11 or more classes is mandatory for passing. Exemptions from this rule for documented illness and other extenuating circumstances will not be unreasonably withheld.</td>
</tr>
<tr>
<td>G. Sundry participation in the course orally or in writing</td>
<td>All classes</td>
<td>Optional Up to 10% extra</td>
<td>NA</td>
<td>A discretionary grade-raiser—when the overall grade is lower than the participation grade. Example of participation include (a) suggestions or counter-points in class and (b) emails with suggested readings or proposed ideas.</td>
</tr>
</tbody>
</table>

*Mandatory* means a requirement for passing the course. Mandatory test taking means that to pass the course the student does not need to pass the given test but must take it, barring extenuating circumstances.

**Date extensions require an email exchange as confirmation. A passing grade on tasks B, C, D, and E are normally required to pass the course.**
Evaluation Details

Class Discussion. Students will be rewarded for the quality (not the volume) of their oral discussion of assigned readings and public affairs events of the week. As an acceptable alternative, students may submit electronically 48 hours before each class a one page summary with the student’s name, number, date, and course number at the top. The email subject line should say “PSCI 3406 Comments on readings or events.”

Writing Style. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes and in no other form (e.g. no endnotes).

Term Paper.

Authorized Topics

Papers may only be submitted electronically, with subject headings and files names as outlined on page 1 of the syllabus, and on one of the topics listed in the tables below or as otherwise approved in writing by the instructor.

Grading

The purpose of the project is to provide useful experience and skills, not being just a task to earn a grade. Students are welcome to solicit as much help from reference librarians, the TA, or the instructor as they are able to provide. Papers will be graded solely on the basis of what is submitted and not taking into consideration help that the student may have received.

Lateness

Normally, late proposals will receive a grade of zero while late papers will be deducted 3 points for every day late.

Topics

The following tables provide the principal assignment options.

Options A: Media Distortions in Reporting on Violent Dictatorships

<table>
<thead>
<tr>
<th>Theme</th>
<th>Data</th>
<th>Codebook</th>
<th>Deliverables</th>
<th>Value</th>
<th>Getting Help</th>
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<tbody>
<tr>
<td>Death of a Soviet or Chinese communist leader or Fidel Castro</td>
<td>At least a dozen, diverse newspapers or broadcast websites</td>
<td>To be developed in cooperation with the instructor</td>
<td>Approx 4 pp essay and data in Excel with possible tables.</td>
<td>Intellectual value lies in comparing major papers in diverse countries. Professional or career value lies in demonstrating the skill set</td>
<td>Consult the instructor</td>
</tr>
<tr>
<td>Assad regime brutality on the occasion of the release of the Caesar photos of torture</td>
<td>Same as above</td>
<td>Same as preceding</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Same as above</td>
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<tr>
<td>UN Human Rights Council</td>
<td>Same as above</td>
<td>To be provided by the instructor</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Same as above</td>
</tr>
<tr>
<td>Theme</td>
<td>Data</td>
<td>Codebook</td>
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<td>Option B: ATIP</td>
<td>Secondary analysis of released responses to access requests by others to the GoC.</td>
<td>Public available, released responses to requests.</td>
<td>To be developed with instructor help depending upon the student’s focus, e.g. cross-departmental or time series.</td>
<td>Approx 4 pp essay and data in Excel with possible tables.</td>
<td>Little research has been done of this kind and little is known about what Canadians want to know about their national government as inferred from ATIP requests.</td>
</tr>
<tr>
<td>Option C: Social Media as PAS Tools</td>
<td>Any topic that allows a comparison of what tweets reveal about public opinion with what polls reveal. Elections are an obvious example. But other possibilities include almost any high profile issue, e.g. Justin Trudeau’s current carbon and CPP tax increases</td>
<td>A comparison of tweets and polling results</td>
<td>To be developed in concert with the instructor.</td>
<td>Approx 4-6 pp essay and data in Excel with possible tables.</td>
<td>The importance of social media is widely acknowledged but little primary research is available on their objective value.</td>
</tr>
<tr>
<td>Option D: The Rise/Fall of Several Internet News Sites or Portals Unconnected to Traditional Print (excl. Drudge)</td>
<td>This is a traditional essay except that it would use audience data from Alexa.com or a comparable source.</td>
<td>Secondary use of data on audience sizes and changes in audience size.</td>
<td>N.A.</td>
<td>An approx. 12 pp paper plus tables or charts using secondary data.</td>
<td>We are living in an exciting era characterized by the death of many print properties and the uncertain future of the Internet. The value of your paper lies in its ability to identify why some sites are more successful than others based on their content and cross-social media marketing strategies.</td>
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</tbody>
</table>
Weekly topics and readings

1. Introduction—Syllabus, Expectations, Concepts, Strategy, and Academic Prism (Sept. 6)

Purpose of Higher Education

The Course
Paradigm.
Themes.
Class participation—intended benefits.
Term project—intended benefits.

The Skills for Public Affairs Analysis

Tasks for next week:
Review the websites of CBC and BBC, the latter ideally by VPN (virtual private network such as privateinternetaccess.com) to be able to see what BBC shows its home audience instead of Canadians or North Americans. Daniel Kahneman, Thinking, Fast and Slow (New York: Farrar, 2011) and/or his lectures on the Internet.

2. Media Sourcing and Human Cognition (Sept. 13)

Media Sourcing for Research Assignment
Mini-Presentation on Media Sourcing for Content Analysis

Human Cognition—Intrinsic Barriers to Effective Thinking about Public Affairs
Main lecture on System 1 Thinking and the extreme laziness of the human brain.
More discussion of term projects.

PR Skills

Student preparation for next week
Thinking about potential research project, consultation with sources of help, and preliminary exploration.
Tasks for next week supplementary to assigned readings: review weekend National Post and Globe and Mail in print version.

Research proposal due by September 20th EOD.

3. (a) Freedom of Information (ATIP) and (b) Communications Campaigns (Sept. 20)

Student preparation: think about what you know about these topics, then peruse at least two readings.

http://open.canada.ca/en/search/ati?q_a=2.178750048.536297931.1497890552-1576735064.1492902026&f%5B0%5D=ss_ati_organization%3AHealth%20Canada&f%5B1%5D=ss_ati_year%3A2016&f%5B2%5D=ss_ati_monthname%3AApril


Thomas Holbrook, Do Campaigns Matter


Alex Marland, Brand Command: Canadian Politics and Democracy in the Age of Message Control (Vancouver r: UBC Press, 2014) and/or James S. McLean, Inside the NDP War Room (Kingston: MQUP, 2012)

Tom Flanagan, Winning Power (Kingston: MQUP, 2014)


Carl Horowitz on union internet strategy against Walmart and Starbucks at http://townhall.com/Columnists/CarlHorowitz/2009/06/13/memo_to_starbucks_dig_in,_smell_the_coffee,_fight_back

Tasks for next week supplementary to assigned readings: supplementary to assigned readings, review the *New York Times* online.

### 4. Charisma—Leadership and Language (Sept. 27)

Midterm test.

Student preparation: Peruse the book on charisma and a selection of the others. Devote time to research project.

S.N. Eisenstadt, ed., *Max Weber on Charisma and Institution Building* (University of Chicago Press, 1968) (just to get a sense of Webe’s original understanding of charisma)


Task for next week supplementary to assigned readings: review the online versions of cbc.ca and bbc.com on Monday evening before class.

### 5. Media Mobilization of the Mass Mind (Oct. 4)

For a notorious illustration of the greater power of media compared to secret police, see Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany, 1933-1945* (Oxford: Oxford University Press, 2001)

For the kind of text that major business and government organizations would consult, see *HBR’s 10 Must Reads on Communication* (Boston: Harvard BR Press, 2013)

For a portal leading to evidence on Castro mordacity and the leadership of the NYT and other media in suppressing information, see http://www.discoverthenetworks.org/individualProfile.asp?indid=912&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+fpmdtn+%28FrontPage+Magazine+%C2%BB+Discover+the+Networks%29.


6. Righteousness and Rhetoric (Oct. 11)

Student preparation: think about what you know about the above ideas, then peruse Haidt and at least one other reading.


Gerald R. Miller and James B. Stiff, Deceptive Communication (Sage, 1993)

Janet Beavin Bavelas et al, Equivocal Communication (Sage, 1990)


Roger Ailes, You are the Message (1995)


7. Peculiarities of the Academic Prism (Oct. 18)

The monastic history of universities.
The extremist history of universities.

Anti-democratic extremism as a barrier, and its camouflages.

The problem of ideologism as a tool for understanding behaviour and thus achieving PAS effectiveness.

Under-estimation of ideology as a rationalization and hence PA communications tool.

Under-estimation of non-ideological motives.

Student preparation: Think about these ideas and read a selection of the following readings. Prepare for submission a research proposal. Think about whether Professor Winn’s agenda reflects a Conservative, socially conservative, libertarian, anti-university, or closet-socialist bias. Think about whether his goal is to undermine the democratic left in society, totalitarian elements in the university or make his classes interesting (PAS).
Ian Lee, “Carleton had every right to fire Hassan Diab,” Ottawa Citizen (August 5, 2009).
http://townhall.com/columnists/DennisPrager/2009/08/18/now_yale_embarrasses_the_idea_of_the_western_university
David Horowitz. The Professors: the 101 Most Dangerous Academics in America (Regnery, 2006)
Jamie Glazov, United in Hate: The Left’s Romance with Tyranny and Terror (L.A.: WorldNetDaily, 2009)
David Horowitz, Unholy Alliance: Radical Islam and the American Left (FrontPage Mag).
http://www.discoverthenetworks.org
Sean Illing, “The Left has an Islam Problem: If liberals won’t come to terms with religious extremism, the xenophobic right will carry the day,” www.salon.com (left liberal website) at http://www.salon.com2015/11/17/the_left_has_an_islam_problem_if_liberals_wont_come_to_terms_with_religious_extremism_the_xenophobic_right_will_carry_the_day/.
Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, “Politics and Professional Advancement Among College Faculty,” The Forum 3(1) and/or Stanley Rothman, April Kelly-Woessner, and Matthew Woessner, The Still Divided Academy (Lanham, Md: Rowan and Littlefield, 2011), which builds on the classic work, The Divided Academy (1976) by Everett Ladd and Seymour Lipset, the political sociologist often considered among the greatest half dozen social scientists ever.
http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1
David Stove, Against the Idols of the Age (2001)
http://fairquestions.typepad.com/rethink_campaigns/ Vivian Krause on environmentalism as trade protectionism (US subsidies of Cdn NGOs).
“Faculty Follies,” The New Criterion (June, 2005) or Roger Kimball, “Retaking the University,” The New Criterion (May 11, 2005)
Margaret Somerville, “Facing up to the Dangers of the Intolerant University,” Academic Matters (May, 2009)
Nial Ferguson on the rise and fall of universities at http://net.educause.edu/ir/library/pdf/ff0705s.pdf

8. Internet Effects, Social Media Effects, and Third Parties (Nov. 1)

Midterm test.

https://www.youtube.com/watch?v=gYzB96_EK7s
George Neumayr, “Even lefty Seymour Hersh agrees that the Russian fable begin in the mind of Obama’s CIA director,” The American Spectator August 11, 2017 at https://spectator.org/it-was-a-brennan-operation/
Re MSM and Trump election: https://shorensteincenter.org/news-coverage-2016-presidential-primaries/ for News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Consequences July 11, 2016, 6:00 am By Thomas E. Patterson, Bradlee Professor of Government and the Press
9. Middle East PAS as a Case Study (Nov. 8)

Student preparation: think about what you know about the Middle East, then peruse Said and at least one other reading. Note: Papers due EOD Monday, Nov. 13.


Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006) or Walid Shoebat, *Why We Want to Kill You: The Jihadist Mindset and How to Defeat It*


Joan Peters, From Time Immemorial (Chicago: JKAP Publications, 2000).

Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)


10. Communications Testing (Nov. 15)

No assigned readings.

11. Managing Media Relations and the Case of Trump (Nov. 22)

Student preparation: think about what you know about the topic, then peruse readings. Begin to wrap up your research project.


*Kevin Wright et al, Health Communication in the 21st Century (2007)*


https://www.youtube.com/watch?v=gYzB96_EK7s
George Neumayr, “Even lefty Seymour Hersh agrees that the Russian fable begin in the mind of Obama’s CIA director,” The American Spectator August 11, 2017 at https://spectator.org/it-was-a-brennan-operation/
Re MSM and Trump election: https://shorensteincenter.org/news-coverage-2016-presidential-primaries/ for News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has ConsequencesJuly 11, 2016, 6:00 am By Thomas E. Patterson, Bradlee Professor of Government and the Press

12. Persuaders, Practitioners, and Mixed Motives (Nov. 29)

Steven Neiheisel, Corporate Strategy and the Politics of Goodwill
Kenneth R. Timmerman, Shakedown: Exposing the Real Jesse Jackson (Regnery, 2002).
Ann Coulter, Never Trust a Liberal over 3–Especially a Republican (Regnery, 2013)

“Edward Bernays, ‘Father of Public Relations’ And Leader in Opinion Making, Dies at 103,” N.Y. Times (March 10, 1995) at http://www.nytimes.com/books/98/08/16/specials/bernays-obit.html and/or Larry Tue, The Father of Spin: Edward L. Bernays and the Birth of Public Relations (New York: Holt, 1998) and/or Edward L. Bernays, Biography of an Idea: The Founding Principles of Public Relations (New York: Open Road, nd) and/or his Public Relations (University of Oklahoma Press, 1962) and/or his Crystallizing Public Opinion (New York: Open Road, nd) and/or his Propaganda (Brooklyn: Ig, 1928).
Michael Ledeen, Machiavelli on Modern Leadership (New York, 1999) or Ben-Ami Scharfstein, Amoral Politics: the Persistent Truth of Machiavellianism
Ronn Torossian, For Immediate Release: Shape Minds, Build Brands, and Deliver Results with Game-Changing Public Relations (Dallas: Ben Bella Books, 2011)

13. Disruptive Actors and Lawfare (Dec. 6)

http://www.weeklystandard.com/Content/Public/Articles/000/000/013/987anker.asp?pg=1


Gabriel Weimann and Conrad Winn, *The Theater of Terror*, chap. 3

Gabriel Weimann and Conrad Winn, *Hate on Trial: the Zundel Affair, the Media*, and *Public Opinion in Canada*


James B. Kelly and Christopher P. Manfredi, eds., *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*


thelawfareproject.org and lawfareblog.com


lawfareblog


**Academic Accommodations**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/ midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 16, 2009 for December examinations and March 12, 2010 for April examinations.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a
way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

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

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student’s performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.
Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.