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:
- Telephone, FaceTime, 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 Wednesday 2:45-4:45 pm and Thursday 12:30-3:30 pm.
- Request for research advice or explaining absence by email with optional F2F.

Deadlines:
- Proposals—please upload Friday September 20th onto cuLearn with file names having the following format:
  LastName_FirstName_EssayTitle (as one word or two run-on words)_fall2019_PSCI3406
- Mandatory term papers—upload Friday Nov. 8th to cuLearn.

Email headings:
- Examples of email subject headings: “PSCI3406 Seeking F2F.”

F2F meetings:
- By appointment. Please email or text for a F2F time on Wednesday 2:45-4:45 pm and Thursday 12:30-3:30 pm.
General Information on the Course

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

Many actors seek to influence public or elite/decision-makers’ opinions. Actors and/or target audiences can be politicians, public servants, businesses, unions, charities, advocacy groups, foreign nations/governments, crime syndicates, educational institutions, media, and religious/political organizations. “Public affairs strategies” can subsume communications, media relations, and public relations.

In downtown Ottawa, the terms public affairs and government relations consulting are euphemisms for lobbying. Until recently, lobbying was treated in Canada like sex in Victorian England—it didn’t take place. This course is not about lobbying.

Emphasis in 2019

Compared to past years, this course places more emphasis on
- Social media because of their rise and the sometimes oligopolistic power of social media organizations,
- Cross-national affairs because of unprecedented cross-national movement of people, goods, ideas, and influence,
- China because of the decline of Russia, China’s economic rise, its military growth, its espionage growth, and the emergence of tough trade and military issues separating China from the United States and the west in general,
- The U.S.A. because of its unsurpassed and rapidly growing economic and military ascendancy,
- Islamism, sometimes called Medina ideology or Muslim Brotherhood-type thinking, because of immense migration to the West and support for Muslim Brotherhood-type organizations by Qatar and other wealthy states, and
- Western Europe because of its changing population and increased instability.

Amorality

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 and even dominating, and
- a temporary suspension of the belief that right and left are manifested with consistency in actual policy.

Deliverables

Course graduates may
- learn how to offer opinions more persuasively;
- come to see players as a more complex mix of marketer, do-gooder, thief, featherbrain, genius, defender of/threat to democracy;
- see public organizations as more divided than they seem;
- become comfortable replacing the paradigm of ideological motivations ⇛ ideological outcomes with the paradigm of ideological motivations may ⇛ random and often counter-ideological outcomes;
- find that their new research skills increase their employment value and/or effectiveness in graduate school.

Students intent on graduate school will benefit from
o exposure to Kahneman and hence the newer field of behavioural economics,
o Haidt and his psychological perspicacity,
o experience in collecting primary data,
o empirical analysis (through content analysis)—vital in most graduate programs even if the statistical skills required for content analysis are not advanced,
o exposure to world affairs through think tanks, research institutions, and other sources other than conventional media or academic writing.

Texts and Readings
No suggested text, but many available readings. Two types of readings are recommended.

Source Material beyond Readings Assigned Below
Course participants will need to follow the news. Beyond conventional media, students will benefit from research institutions, think tanks, knowledge experts outside the universities, and non-conventional news sites.

Often the best information is free. 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.

Try to act out of character, focussing on the sites that you are inclined to see as wrong in their perspective (but not necessarily in the facts they choose to emphasize).

If you are conservative or on the right, you should read the left to learn the virtues of the left, where it might be wrong, and also to be more effective at rebuttal. If you are leftwing, you should read the right to better understand where conservatives might be right, where they might be wrong, and also to be more effective at counter-argument.

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?”

Evaluation and Schedule of Dates
The table below describes the contribution of each element of the course to the overall grade for the course. Date extensions require an email exchange as confirmation.
Evaluation Details

Class Discussion. Students will be rewarded for the quality of brief oral discussion of assigned readings and public affairs events of the week, especially in the last weeks of the term. The instructor may request a follow up written submission.

Style and Grammar in Term Papers. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes, not endnotes. Grammatical, formal writing largely in the third person is required for assignment grades over C+. Please use Ariel font in 10 pt.

Term Paper

Authorized Topics

Submitted electronically, papers must be on subjects outlined in the syllabus, below, or as approved in writing by the instructor.

Students are welcome to solicit help from reference librarians or the instructor. The instructor may provide feedback in his office or as part of lectures. Papers will be graded on the basis of what is submitted and not taking into consideration help that the student may have received.

Summary feedback will be provided on any of the following criteria according to the criterion’s relevance to the assignment: topic, style and grammar, organization, codebook, method, media selection/sampling, story selection/sampling, data quality and analysis, charts/tables.
Submission and Lateness

All submissions are to be via cuLearn. Without written permission for extenuating human or research circumstances,
- late proposals will receive a grade of zero,
- late papers will be deducted 3 points for every day late, and
- papers will not be accepted after the last day of classes.

In your essay, please reproduce below the title and authorship and above the body of the essay the following evaluation table:

<table>
<thead>
<tr>
<th>Criterion if Appropriate to Your Paper</th>
<th>How Well Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Statement of purpose or intent</td>
<td></td>
<td></td>
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<tr>
<td>B. Selection of media and explanation/justification</td>
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<tr>
<td>C. Selection and justification of time period</td>
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<td></td>
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<tr>
<td>D. Selection and justification of codebook criteria</td>
<td></td>
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<tr>
<td>E. Media performance by codebook criteria</td>
<td></td>
<td></td>
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<tr>
<td>F. Discussion of findings for each codebook criterion</td>
<td></td>
<td></td>
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<tr>
<td>G. Graphs or tables—relevance and clarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Bibliography, footnotes, and reference to readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Conclusion</td>
<td></td>
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</tbody>
</table>
Topics and Approach to Your Research

Newspaper and/or TV News selection should reflect the importance of the chosen media for the chosen time period. Please justify your selection and include footnote(s). A single authored study should ideally involve six media; fewer media if for a long time period and/or a lot more news coverage to examine; more media if the opposite. Media should be chosen on the basis of their importance and ideological diversity. For example, British papers should not be limited to conservative ones while U.S. papers should not be limited to liberal ones.

News story selection should be (a) a universe/census or (b) selected randomly by country chosen for your research project. A project on the Soviet Union should search stories related to the Soviet Union, Communist Russia, Russia, or the USSR.

Your codebook should focus on the themes conventionally seen as important for the country and/or political movement you focus on:

- Your codebook will be the tool you use for recording news stories for quantitative analysis;
- For example, Soviet and Chinese Communist histories have been associated with mass murder and a vast network of prison camps. The Nazi movement based much of its initially successful expansionism on murdering Jews and torturing adversaries;
- An empirical question is how well did media cover these themes and which media, if any, provided useful coverage.

The Vietnam war and other major events of the past 100 years would require a focus on themes that may not have been covered adequately in the traditional media. Perhaps the most important phenomena of the Vietnam war, rarely covered, were the characteristics of the South Vietnamese government—disproportionately refugees from the far north who were often French-speaking Catholics in a Vietnamese speaking country that followed Asian religions. Another potentially important theme is how a U.S. withdrawal from Vietnam might have affected mass murder by the Communists in adjoining Cambodia.

You may choose any of the nine thematic options in the accompanying list or an alternative with written permission from the instructor.

Your paper should be submitted as a file in Word with the title of Samson_Jill_Soviet if you are Jill Samson and your project is about the Soviet Union. You may do statistical calculations of media coverage manually or using Excel or using SPSS. Traditionally, broadcast transcripts are found at https://library.carleton.ca/find/news/broadcast-transcripts.

### Schedule of Lectures and Tests

1. **Introduction—Syllabus, Strategy, and Mini-Presentation on Empirical Skills (Sept. 4)**

#### Purposes of Higher Education and the Course

Conflicting purposes of higher education.

Course paradigm and themes. Class participation—intended benefits. Term project—intended benefits. Ideological bias of the academic readings—who benefits. Ideological bias of the news/events readings—who benefits.
Events Reading

1. Review the websites of CBC, CNN, Fox News, 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.


3. Think about where you would get news if (a) conventional media were dead, (b) conventional media had declined in quality, (c) you wanted information which conventional media covered poorly or not at all, and (d) you wanted fact-based perspectives absent from the conventional media.

4. Think about potential research project, consultation with sources of help, and preliminary exploration.

2. Media, Human Cognition, and Mini-Presentation on Empirical Skills (Sept. 11)

Academic Analysis

Main lecture on System 1 Thinking and the laziness of the human brain. Discussion of term projects.


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

Events Reading

1. [link]
2. [link]
3. Weakness of Russian collusion investigation: [link]
4. China and U.S. may be in a long fight at [link]
5. [link]
6. [link] 20190120

3. Freedom of Information (ATIP), Communications Campaigns, and Mini-Presentation on Empirical Skills (Sept. 18; research proposal due on Sept. 20)

Academic Analysis


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)


Cari Horowitz on union internet strategy against Walmart and Starbucks at http://townhall.com/Columnists/CariHorowitz/2009/06/13/memo_to_starbucks_dig_in_smell_the_coffee_fight_back

Re existing Access requests http://open.canada.ca/en/search/ati?_ga=2.178750048.536297931.1497890552-1576735064.1492902026&f%5B0%5D=ss_ati_organization_en%3AHealth%20Canada&f%5B1%5D=ss_ati_year_en%3A2016&f%5B2%5D=ss_ati_monthname_en%3AApril
Events Reading

4. Charisma—Leadership and Language (Sept. 25 – Midterm Test)

Academic Analysis
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.

Events Reading

5. Media Mobilization of the Mass Mind (Oct. 2)

Academic Analysis
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


**Events Reading**

1. Philip Cross, “The Case For a Carbon Tax: What Went Wrong?” at Macdonald Laurier Institute, Ottawa  
7. https://www.investigativeproject.org/7969/are-prisons-actually-fueling-jihad  

**6. Righteousness and Rhetoric (Oct. 9)**

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

**Academic Analysis**

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)


**Events Reading**

8. [https://youtu.be/6ZCrkyFeFGY](https://youtu.be/6ZCrkyFeFGY) On Tucker Carlson’s show, Steyn on Democrats knowing what Bill Clinton was doing. 20171120.

**7. Peculiarities of the Academic Prism (Oct. 16)**


**Academic Analysis**


David Horowitz, *Unholy Alliance: Radical Islam and the American Left* (FrontPage Mag).

[http://www.discoverthenetworks.org](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/Articles/CSPC_CampusTerrorism_EDr.pdf, David Horowitz and Ben Johnson, Campus Support for Terrorism ( Center for the Study of Popular Culture, 2004).

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)

http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles


Nial Ferguson on the rise and fall of universities at http://net.educause.edu/ir/library/pdf/ff0705s.pdf


Cary Nelson, Israel Denial: Anti-Zionism, Anti-Semitism, and the Faculty Campaign Against the Jewish State (Indiana University Press, 2019)

**Events Reading**

1. https://wealthpress.com/resources/breakout_report_a_inf/?step=br0a&utm_source=wp&utm_medium=article&utm_campaign=br&utm_term=july17&utm_content=video
Break Week

8. Alternative News Information—Mainly Overview of the Internet as well as Sites that Compete with Media and Universities (Oct. 30—Midterm Test)

Academic Analysis


Morozov, Neumayr, *The Net Delusion* (New York, Public Affairs, nd)


Events Reading

7. https://youtu.be/7pdqKetNpsM

9. Internet Effects, Social Media Effects, and Third Parties (Nov. 6)

Academic Analysis


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


https://www.economist.com/news/leaders/21730871-facebook-google-and-twitter-were-supposed-save-politics-good-information-drove-out

George Gilder, Life after Google (Regnery, 2018)

Events Reading

1. A pluralist Muslim leader on social media and the Internet as agents of extremism among children at https://www.gatestoneinstitute.org/14586/radicalization-children-threat
6. https://www.youtube.com/watch?v=alasBxZsb40 Mike Wallace interview with Aldous Huxley on tech in 1958
11. https://www.investigativeproject.org/7956/pakistan-presses-un-to-crackdown-on-
12. https://pjmedia.com/trending/google-engineer-google-news-search-results-are-intentionally-biased-against-trump/?utm_source=pjmmedia&utm_medium=email&utm_campaign=nl_pm&newsletterrad=&bcid=a1c635f3bf db5b30e5f75089eea428f&recip=28551259
13. https://pjmedia.com/trending/former-google-engineer-says-google-will-try-to-prevent-trumps-reelection/

14
10. Middle East Case Study—Why It Matters (Nov. 13; Paper submitted Nov. 15)

Academic Analysis


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*


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


Events Reading
1. A pluralist Muslim leader on When Hate is Promoted by Religious Leaders, Why Blame the Followers? at https://www.gatestoneinstitute.org/8309/abdullah-hakim-quick
5. https://www.gatestoneinstitute.org/14571/iran-eu-mullahs-friends
12. https://www.youtube.com/watch?v=8CPCZAU47YQ
13. Saudi princesses ‘held captive’ for over a decade at https://www.youtube.com/watch?v=4o-RL7yqY6Y with Dr. Qanta Ahmed on Rep. Omar as a disgrace
15. https://www.youtube.com/watch?v=4o-RL7yqY6Y with Anni Cyrus on Iranian misogyny
16. https://www.youtube.com/watch?v=zO7ja58whE#action=share with Anni Cyrus on Iranian misogyny
11. Managing Media Relations and the Case of Trump (Nov. 20—Midterm Test)

**Academic Analysis**


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/ 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

Brent Bozell, Tim Graham, *Unmasked: Big Media's War Against Trump* (Humanix, 2019)

Mark Levin, *Unfreedom of the Press* (Simon and Shuster, 2019)

**Events Reading**

1. https://www.gatestoneinstitute.org/14516/united-nations-free-speech
2. https://www.gatestoneinstitute.org/14518/sweden-is-at-war
5. https://www.youtube.com/watch?v=p_F-cwgMJDs Ted Koppel on anti-Trump bias of NYT and WashPost
6. https://www.youtube.com/watch?v=S6m8VVq6pU Sharyl Attkisson speaks out about Obama-era surveillance
7. https://www.youtube.com/watch?v=m4vZ6saqTQ Samantha Power ‘unmasked’: More vindication for Trump

12. Persuaders, Practitioners, and Mixed Motives (Nov. 27)

**Academic Analysis**

Steven Neiheisel, *Corporate Strategy and the Politics of Goodwill*


Ann Coulter, *Never Trust a Liberal over 3—Especially a Republican* (Regnery, 2013)

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: 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)


Events Reading
1. https://theintercept.com/2019/05/03/biden-son-china-business/ Niall Ferguson: President Trump woke the nation to the threat posed by China

13. Disruptive Actors and Lawfare (Dec. 4)

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


Joe Marconi, Crisis Marketing, When Bad Things Happen to Good Companies (Probus Publishing, Chicago, 1992)

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

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

Rachel Ehrenfeld, Funding Evil: How Terrorism Is Financed --- and How to Stop It (Bonus Books, 2005)

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


 EVENTS READING

1. BBC/Memri/Clarion video on ISIS fighter interview at [https://clarionproject.org/you-wont-believe-what-this-isis-fighter-says-about-israel/](https://clarionproject.org/you-wont-believe-what-this-isis-fighter-says-about-israel/)
4. [https://www.gatestoneinstitute.org/14551/germany-middle-eastern-spies](https://www.gatestoneinstitute.org/14551/germany-middle-eastern-spies)
5. [https://www.gatestoneinstitute.org/14550/argentina-counterterrorism-hezbollah](https://www.gatestoneinstitute.org/14550/argentina-counterterrorism-hezbollah)
Requests for Academic Accommodation

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

Pregnancy obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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

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 is 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

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

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

Plagiarism
The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:
• reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
• submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another’s data or research findings;
• failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
• handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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

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

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

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
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<td>77-79</td>
<td>B+</td>
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<td>73-76</td>
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<td>70-72</td>
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<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
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<td>50-52</td>
<td>D-</td>
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Approval of final grades
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.
Carleton E-mail Accounts
All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society
"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/ and our website https://carletonpss.com/, or stop by our office in Loeb D688!"

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