

PSCI 3406A
Public Affairs and Media Strategies
Mondays 8:35 a.m.-11:25 p.m.
Please confirm location on Carleton Central

Instructor: Professor Conrad Winn

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Office hours: Mon 6-10 p.m. and Tues 12:00-1 p.m. by appointment. Other times also available by appointment.

Normal communication: All normal communication should be by email to cwinn@connect.carleton.ca. Response within one business day.

Urgent communication: cjwinn@telus.blackberry.net – to book a meeting to be held over the phone or in person for urgent medical/personal matters or to change an appointment. In urgent situations, the phone should be used as a supplement with messages to be left only on the cell phone: cell 613-293-6297.

Email-requirements: Student email must be from a Carleton email account and must have the following subject heading: "PSCI [course number], [your name as it appears on university records], [purpose, e.g. to discuss a paper or submit a paper]."

Information Other Than Weekly Topics

Course Objectives

This is a course in applied communication. Efforts by corporations, nonprofits, unions, governments and other institutions to gain advantage by changing opinion often fall under the rubric of "public affairs strategies." Like "government relations consulting," the term public affairs is sometimes used in the public arena as a euphemism for lobbying. As utilized in this course, the term "public affairs" encompasses influence-seeking efforts that complement or supplement but are not the same as lobbying or government relations (GR). As a course in applied communication, PSCI 3406A is a complement to PSCI 4003A on "Politics and the Media."

Students should ideally conclude the course with a capacity to look at politics, government, and business in different ways. They may come to see politics as a special kind of gladiator sport in which the mouth may trump the fist, opportunity may trump belief, symbolic communication may trump unobserved reality, and the playing field is rarely even.

Students should feel that they have become more capable as a result of exposure to the literature on how organizations protect themselves from PR debacles and how health campaigners achieve pro-social outcomes. Students should feel that they have become more effective at whatever they do as a result of improving their skills at primary research.

As thinkers, students will often (but not always) be asked to set aside (a) the paradigm of public affairs action as *ideological motivations* □ *public affairs interventions* □ *ideological outcomes* with (b) the paradigm of *non-ideological motivations* □ *interventions that may seem ideological* □ *outcomes that may be non- or even counter-ideological*. Students will sometimes be invited to see actors, including political and religious actors, less as ideologues or churchmen and more as retailers.

As players in the arena, students should feel more empowered by the public affairs skills they learn. As observers of the arena, students should conclude the course feeling that they know what gambits to look for and are having fun doing so. Whether players or observers, students may end the course with a greater appreciation of paradoxes at the core of public life, for example, that the left is not always left, the right is not always wrong, BP is not beyond petroleum, and the social sciences may be neither.

Texts

None.

Other Source Material

Students will benefit considerably from regular access to orthodox traditional mediasuch as CBC, CNN, *Globe and Mail*, and *Ottawa Citizen*, unorthodox traditional medi such as Fox News Channel, TV5, *Le Devoir*, *Weekly Standard*, and the Zerbisias column in the *Star*, new media such as salon.com, honestreporting.com/ca, littlegreenfootballs.com, mediaresearch.org, instapundit.com, discoverthenetworks.org, and dailykos.com, new media aggregators such as townhall.com, pajamasmedia.com, and new micro-media such as danielpipes.org and memri.org.

Evaluation at a Glance

Participation	15%
In class Test (Oct 15)	15%
In class Test (Nov 19)	30%
Term Paper (Nov 19 or 26—student's choice)	40% (If submitted Nov 26, the paper must be inserted in a self-addressed, stamped envelope.)

Class participation is based mainly on familiarity with and assessment of readings, supplemented by relevant media familiarity. As an acceptable supplement or alternative, students may submit at the beginning of each class a one page summary of one or more readings with the student's name, number, date, and course number at the top. The instructor may use such submissions to elicit discussion.

Tests are multiple choice based mainly on readings and lectures.

Independent research is to be submitted in the form of a term paper on approved topics, below, and on November 15th following procedures specified below. A passing grade in each of these three components shall normally be required to pass the course.

Evaluation Details

Class Discussion. Students will be graded for the quality of their discussion of assigned readings for the week and, secondarily, of public affairs events of the preceding week. A good familiarity with the week's readings and uninterrupted attendance, except for health and other exigencies, are required for passing. Students are expected to be familiar with three (3) assigned readings or have read an assigned book for a given seminar meeting and to be regular followers of current events through the main newspapers and Internet sources (*see Source Material*, below).

Class Presentation. Each student is to make a 5 minute lecture on his/her independent research. This is voluntary and may be used to strengthen the participation grade. Early presenters are not expected to discuss findings but should instead focus on the *raison d'être* of the project and strategies for carrying it out. At the time of their presentation, presenters are expected to distribute to each student a 1 page, point-form outline of their lecture.

The rules for presentations are as follows:

- o Subject to the relevant constraints below, the choice of date is yours;
- o You must bring enough copies for distribution to students at the time of presentation;
- o You can expect the instructor to ask the class--for heuristic rather than grading purposes--to identify the main strength of the presentation and how either the presentation or the project itself could be improved;
- o You would be prohibited from making your presentation on your choice of date only if the crowd of students seeking to make a presentation that day is excessive; and
- o The quality of the presentation will form part of a student's participation grade. The earlier the date of presentation, the more generous the assessment.

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). All papers should be strongly evidentiary, *using citations and documented verbatims liberally*.

Term Paper Submission. Term papers must be submitted at the beginning of the class on November 15th. As confirmation of submission, the same paper must also be submitted electronically to cwinn@connect.carleton.ca by the same day and time. For

such electronic confirmatory submissions, the email subject heading must be: "PSCI [course number], [your name as it appears on university records], Term Paper." Apart from medical or other customary exigencies in the judgment of the instructor, an extension will be allowed only if an Access-to-Information request is part of the project, was submitted in September, and was not satisfied before the end of October.

Term Paper Topic. The MSWord-processed paper of 20-30 pp. plus footnotes/appendix shall be on one of the following subjects:

- o A study of a company or a campaign (e.g. against Bell Canada's acquisition of Astral) focusing on (a) its approach to public affairs strategy, explaining how its approach is distinctive, and (b) explaining what the company achieved and how;
- o Using empirical data from polling and other sources, a study of the origins and strategies (or absence thereof) that contributed to significant party success (e.g. the emergence of the Conservative Party of Canada, the federal New Democratic Party, Harris Conservatives in Ontario, or BC Liberals) or significant failure (e.g. federal Liberals or Bloc)—please select only one case study;
- o The U.N. human rights apparatus—who captured and controls it, how it happened, and why so little reaction; or
- o A case study of Canadian or U.S. governments' uses of public diplomacy in general or in a particular international setting (e.g. Afghanistan, Iraq), using access to information or freedom of information requests as appropriate;
- o CRTC influence over the broadcast media—using in part internal documents provided graciously or secured by access to information, analysis of how the CRTC affects broadcast program content on sensitive public affairs issues;
- o Public opinion on democracy and pluralism in the Arab world and Pakistan—an essay devoted about 90% to what is knowable and 10% to how western countries might have changed their policies if they had known;
- o "The dog that didn't bark"—who advocates for capitalism and free markets, why so few or so many, and what are the impacts; or
- o Control of student government—who controls student governments, what are their strategies and who are their off-campus allies. You must choose a university other than Carleton; or
- o A review of academic research on rhetoric and persuasive speaking, drawing on articles from academic books and academic periodicals;

- o A review of academic research on strategy by political scientists or about politics.

Late Term Papers. Term papers submitted through the Departmental box will have a basic deduction of 3 grade points (e.g. reduced from B+ to C+) plus 2 extra grade points for each day past due. The Department date stamps submissions to the box at 4 p.m.

Academic Infractions. A student who, without written authorization, submits or has submitted the same paper to another course will automatically receive a failing grade. Plagiarism will also result in a failing grade for the course.

Plagiarism and Proper Use and Citation of Sources. An excellent set of sources and source of counsel may be found at www.library.ualberta.ca/guides/plagiarism/.

Schedule of Deliverables. Paper is to be submitted during the week of Nov. 9th following procedures specified in "Term Paper Submission," above.

Early Performance Feedback. This course does not lend itself to early, formal feedback but students should feel free to seek informal, oral feedback from the instructor.

WebCT. Overall course grades on WebCT will not be deemed official until formally approved by the University.

Other Evaluation Requirements and Exemptions. Subject to exemptions as outlined immediately below, students must fulfil all three requirements by receiving a passing grade to pass the course. Subject to university regulations, in the event of significant family circumstances such as bereavement the instructor may at his discretion extend a term paper submission deadline or exempt the test, in which case the putative test result would be calculated as the average of the two other components.

Reaching Professor Winn

Consulting times are by appointment and normally in consulting hours. Students are encouraged to use email (cwinn@connect.carleton.ca) to discuss brief topics, send writing for comment, seek feedback, book an appointment, or request a telephone conversation. Emails requesting a conversation by phone should list the student's full name, phone number, and time periods when the instructor's return phone call might work. Barring technical difficulties, email messages are normally returned within a business day.

Students arriving to discuss a term paper are requested to bring a typed outline of their thoughts, however preliminary or tentative their thoughts might be. To minimize the risk of accidental deletion in an era of junk mail, emails must have the following in the subject heading: "PSCI [course number], [your name],[purpose of email]." Students are obliged to check the email addresses they have given to the university for possible email from the instructor at least weekly on the evening before or the morning of class.

Comment Codes When Term Papers Are Returned:

VG = very good substantive point

VG evid = very good use of evidence, sourcing, or citation material

S = style cumbersome or poor

M = meaning unclear

Gr = grammatical problem

Sp = misspelling

Wd = inadequate choice of word(s)

NS = non sequitur

Evid = inadequate or inappropriate evidence

Inf = style too informal for an academic paper

Weekly topics and readings

1. Introduction—Syllabus, Expectations, Concepts, Strategy, and Academic Prism (Sept 10)

Overview

Course's public affairs strategy paradigm.

Syllabus: assessment, expectations with respect to class participation, and expectations with respect to research.

Concepts: persuasion: propaganda plus; communication: media plus; organization: grass roots plus intelligence: polling plus.

Terminology: strategy, tactics, policies, programs, activities; corporate affairs, corporate strategy, external affairs, environmental affairs, public relations, media relations, government relations/gr, lobbying, interest groups, corporate campaigns, corporate image, media training, crisis management, issue management, environmental monitoring, grass roots, polling, public opinion research, survey research, focus groups, panel studies, time series studies/tracking, media, causal modeling, content analysis, agenda setting, priming; and student research plans.

Discussion of term paper assignments.

Formal presentation on the complexities and challenges of using the left-right axis

Formal presentation on the public affairs implications of the evidence on democide in the 20th century and on the control of the U.N. human rights apparatus by human rights abusers.

Formal presentation on the idea of strategy.

Readings

Michael E. Porter, "What is Strategy," *Harvard Business Review* (Nov-Dec., 1996).

Clayton M. Christensen, "The Past and Future of Competitive Advantage," *MIT Sloan Management Review* (Winter, 2001).

David J. Collis and Cynthia A. Montgomery, "Creating Corporate Advantage," *Harvard Business Review* (1998).

Sonia Marciano, *Strategy Essentials* (New York: Stern, 2008).

2. (a) Strategy Continued (previous week's readings); (b) Academic Prism—What Are the Predominant Prisms in Universities, How Do These Affect their Advocates, and How Do They Affect our Understanding of Public Affairs Strategies outside the Monastery (i.e. outside the University World (Sept. 17)

Ian Lee, "Carleton had every right to fire Hassan Diab," *Ottawa Citizen* (August 5, 2009).

Cinnamon Stillwell, "Terrorists in the Ivory Tower?," *FrontPage Magazine* (August 13, 2009), available at <http://www.frontpagemag.com/readArticle.aspx?ARTID=35916>

http://townhall.com/columnists/DennisPrager/2009/08/18/now_yale_embarrasses_the_idea_of_the_western_university

"A Thankyou to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more...." In *Weekly Standard* Vol. 010 (June 20, 2005) 38.

E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)

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/viewSubCategory.asp?id=291>.

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.

<http://www.discoverthenetworks.org/ShadowParty.asp>

Stephen H. Norwood, *The Third Reich in the Ivory Tower: Complicity and Conflict on American Campuses* (Cambridge: Cambridge UP, 2010).

Bruce Bawer, *The Victims' Revolution: The Rise of Identity Studies and the Closing of the Liberal Mind* (New York: Harper Collins, 2012) (approx pp18-40 for his review of the origins of identity studies).

Paul Johnson, *Intellectuals* (New York: HarperCollins, 1988).

3. (a) Academic Prism Continued; (b) Review of Research Techniques (lecture, no reading); (c) The Cognitive Process (how people think and how charisma is constructed) (Sept 24)

Academic Prism Cont'd

David Stove, *Against the Idols of the Age* (2001)

Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)

http://fairquestions.typepad.com/rethink_campaigns/ Vivian Krause on environmentalism as trade protectionism (US subsidies of Cdn NGOs).

Leszek Kolakowski, *Main Currents of Marxism: The Founders, The Golden Age, The Breakdown* (W. W. Norton, 2001).

Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003.

"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

Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 or Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303 or Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty,"

Academic Questions 18(1), Winter: 53-65. Jelena B. Rothman, Stanley S. Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1).

Cognitive Process

Olivia Fox Cabane, *The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism* (New York: Penguin, 2012).

Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011).

4. Media Context—The Old and New Media Setting Because Channels Matter (Oct. 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)

Conrad Winn, "CBC Television News Has a Bias Problem," *Policy Options* (July-August, 2002).

Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths*

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

Andrew Chadwick, *Internet Politics* (Toronto: Oxford UP, 2006).

For rules of engagement in the online world, see <http://www.globalnerdy.com/2008/12/30/the-air-forces-rules-of-engagement-for-blogging/>

Lawrence R. Jacobs and Robert Y. Shapiro, *Politicians Don't Pander: Political Manipulation and the Loss of Democratic Responsiveness* (2000)

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

Huber, Gregory and Arceneaux, Kevin. "Identifying the Persuasive Effects of Presidential Advertising," *The American Journal of Political Science* 51, no.4 (2007):957-977.

5. Oct. 8: Thanksgiving

6. Theory Including Empirical Theory (Oct. 15)

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

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

Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press. 2006)

Ted Brader, *Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work* (Chicago: University of Chicago Press. 2006)

Atkinson, Max. *Our Masters' Voices: The Language and Body Language of Politics* (London: Routledge, 1984).

Andrew L. Friedman and Samantha Miles, Stakeholders: Theory and Practice (Toronto: Oxford UP, 2006) or their "Developing Stakeholder Theory," *Journal of Management Studies* (2002), 1-21.

For a well received study of cultural-cognitive context: Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided over Politics and Religion* (New York: Pantheon, 2012).

7. Persuasion: Practice and Practitioners (Oct. 22)—Practice and Practitioners

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

Kenneth R. Timmerman, *Shakedown: Exposing the Real Jesse Jackson* (Regnery, 2002).

Tom Watson & Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012).

Chris Genasi, *Winning Reputations: How to Be Your Own Spin Doctor* (2002) or Michael Sitrick and Allan Mayer, *Spin: How to Turn the Power of the Press to Your Advantage* (2002) or Carole Howard and Wilma Mathews, *On Deadline: Managing Media Relations* (1999).

Warren Kinsella, *Kicking Ass in Canadian Politics* (Random House Canada, 2001).

Ann Coulter, *Slander: Liberal Lies about the American Right* (New York: Crown, 2002)

James Carville and James Begala, *Buck Up, Suck Up...and Come Back When You Foul Up* New York: Simon & Schuster, 2002.

8. Actors and Leadership (Oct. 29)—How Much Has Been Learned Since Machiavelli

Michael Ledeen, *Machiavelli on Modern Leadership* (New York, 1999) or Ben-Ami Scharfstein, *Amoral Politics: the Persistent Truth of Machiavellianism*

Jing Zhao, "The importance of the image survey: improving effectiveness of communication programs," *Public Relations Quarterly* (summer, 1999).

J.Rick Ponting, *The Nisga'a Treaty: Polling Dynamics and Political Communication in Comparative Context* (Toronto: Broadview Press, 2006).

Rohini Ahluwalia, "Examination of Psychological Processes Underlying Resistance to Persuasion," *Journal of Consumer Research* (September, 2000), pp. 217-232.

Erik P. Bucy and John E. Newhagen, "The Emotional Appropriateness Heuristic: Processing Televised Presidential Reactions to the News," *Journal of Communication* (autumn, 1999), vol 49 pp59-79.

Roger Ailes, *You are the Message* (1995)

Mutz, Diana, Sniderman Paul and Brody Richards (Eds.). *Political Persuasion and Attitude Change*. Michigan: The University of Michigan Press, 1999.

Benoit, William L., *Accounts, Excuses, and Apologies: A Theory of Image Restoration Strategies* (Albany: State University of New York, 1995).

Eric Dezenhall and John Weber, *Damage Control: Why Everything You Know About Crisis Management Is Wrong* (2008)

Dick Morris and Eileen McGann, "Advice to GOP Candidates: Avoid Adjectives, Nouns Are Good Enough," www.dickmorris.com (August 23, 2010)

Reflect also on: Kahneman and Haidt, above.

9. Communications campaigns, tactics, and devices (Nov. 1)—Tactics Matter, Especially if You Intend to Be a Practitioner (Nov. 5)

Peggy Noonan, "Pull the Plug on ObamaCare," *Wall Street Journal* (August, 21, 2009).

<http://online.wsj.com/article/SB10001424052970204884404574362971349563340.html>

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.

Ford Kanzler, "The Positioning Statement," *Public Relations Q.* (Winter, 1997-8), 18-20.

Thomas Holbrook, *Do Campaigns Matter*

Ronald N. Levy, "'Turn around' PR: Techniques of geniuses," *Public Relations Quarterly* (Spring, 1999) or

Randal Marlin, "Public Relations Ethics: Ivy Lee, Hill and Knowlton, and the Gulf War," *Intl J of Moral and Social Studies* (autumn 93), 237-256.

Douglas A. Hibbs, "Bread and Peace Voting in U.S. President Elections," *Public Choice* vol. 104 (July, 2000), 149-80.

Jean K. Chalaby, *The de Gaulle Presidency and the Media Statism and Public Communications* (London: Palgrave/Macmillan, 2002)

Allan Mayer, *Madam Prime Minister: Margaret Thatcher and her Rise to Power* (Newsweek Books, New York, 1979) or Wendy Webster, *Not a Man to Match Her: The Marketing of a Prime Minister* (London: The Women's Press Ltd., 1990).

Burton, Michael John and Daniel Shea. *Campaign Craft: Strategies, Tactics, and Art of the Political Campaign Management*. (Westport: Praeger, 2001)

McCroskey, James and Walter Combs. "The Effects of the Use of Analogy on Attitude Change and Source Credibility." *The Journal of Communication*, Vol. 19, December 1969. Allen Press, Kansas. pp. 333-339.

Henry Brady and Richard Johnston, eds., *Capturing Campaign Effects* (Ann Arbor: U of Michigan, 2006)

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

Read, Stephen. "When is the Federal Budget like a Baby?," *Metaphor and Symbolic Activity* 5, (1990): 125-149.

Sopory, Pradeep and Dillard, James Price. "The Persuasive Effects of Metaphor: A Meta-Analysis," *Human Communication Research* 28, vol.3, (2002):382-419.

10. Media relations (Nov. 12)—On the Importance of Managing Both the Real Political Setting and the Media

Charles T. Salmon, ed., *Information Campaigns* (Sage, 1989) or James Alan Fox and Jack Levin, *Working with the Media* (Sage, 1993) and/or Sue Ward, *Getting the Message Across: Public Relations, Publicity and Working with the Media* (Pluto Press Books, 1991)

Ed Shiller, *Managing the Media* (Toronto: Bedford House, 1989), ch. 6 on rules and ch. 9 on case studies.

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).

David Horowitz and Richard Poe, *The Shadow Party: How George Soros, Hillary Clinton, and Sixties Radicals Seized Control of the Democratic Party* (Nelson, 2006). See also frontpage.com and related sites for updates on Soros' ongoing role.

Michael Regester and Judy Larkin, *Risk Issues and Crisis Management in Public Relations: A Casebook of Best Practice* (Philadelphia: Koganpage, 2008).

Duncan Currie, "The Libel Tourist Strikes Again" *Weekly Standard* (Aug 20, 2007)

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

Callison, Coy (2001), "Do PR Practitioners Have a PR Problem?: The Effect of Associating a Source With Public Relations and Client-Negative News on Audience Perception of Credibility," *Journal of Public Relations Research*, v. 13, no. 4, 219-234.

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

11. Israel Apartheid Week—Effective Public Affairs Strategy Using Campuses as a Platform (Nov. 19)

Alan Dershowitz, The Case for Israel or George Gilder, *The Israel Test* (New York: RichardVigalente Books, 2009)

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*

Bat Ye'or, *Islam and Dhimmitude: Where Civilizations Collide* (Fairleigh Dickinson University Press, 2001) or Oriana Fallaci, *The Rage and the Pride* (New York, 2002).

Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)
Bernard Lewis, *What Went Wrong?: The Clash Between Islam and Modernity in the Middle East* (New York: Oxford, 2002) or Fouad Ajami, *Dream Castles of the Arabs* (New York: Random House, 1999).
Edward Said, *Covering Islam* (New York: Pantheon, 1991)

12. Disruptive actors and situations (Nov. 26)—Sometimes the Less Reputable Can Teach a Lot about Effectiveness

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)
Jimmy Gurule, *Unfunding Terror: The Legal Response to the Financing of Global Terrorism* (Northampton, Mass.: Edward Elgar Publishing Limited, 2008)
James B. Kelly and Christopher P. Manfredi, eds., *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*
Ezra Levant, *Shakedown: How Our Government Is Undermining Democracy in the Name of Human Rights* (Toronto: McClelland and Stewart, 2009).
<http://www.danielpipes.org/8257/nazi-propaganda-for-the-arab-world>
Matthias Kuntzel, *Jihad and Jew-Hatred: Islamism, Nazism and the Roots of 9/11* (Telos Press, 2007)
Jeffrey Herf, *Nazi Propaganda for the Arab World* (New Haven: Yale University, 2009)

13. Foreign policy setting (Dec. 3)—the International Arena as the Ultimate Public Affairs Setting

Raymond Cohen, *The Theatre of Power: the Art of Diplomatic Signalling* (Longman, 1987)
Simon Serfaty, ed., *The Media and Foreign Policy*, Part I on authoritative agenda setting and part II on subversive agenda-setting
S. J. Taylor, *Stalin's Apologist*
Joan Peters, *From Time Immemorial* (Chicago: JKAP Publications, 2000).
Laurent Murawiec, *Princes of Darkness: the Saudi Assault on the West* (Rowman and Littlefield, 2005)
Stephen F. Hayes, *The Connection: How al Qaeda's Collaboration with Saddam Hussein Has Endangered America* (New York: HarperCollins, 2004).

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.

ADD Arthur C Brooks' books