

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

Sept.-Dec., 2026

PSCI 3006

Social Power in Canadian Politics

Sept. 9 – Dec., 11, 2026

Wednesdays, 8:35-11:25

Please confirm location on Carleton Central.

I General information

Instructor: Professor Conrad Winn

Communication/Office Hours

- *Meeting Availabilities.* Identifying purpose in a couple of words, please suggest three options among (a) pre-scheduled face-to-face meetings in the library Wednesdays 12:15-2:15 p.m. or (b) pre-scheduled Zoom Mondays and Fridays noon-1 p.m., times chosen to accommodate students in the workforce. A Zoom invitation will arrive just before Zoom appointment.
- *Scheduling.* Please send Carleton email (University rules) (a) to cljwinn@cunet.carleton.ca (this address assures quicker response), (b) at least 24 hours in advance, (c) describing topic, (d) with three time options in case your first two requests are already spoken for.
- *Lecture PPT's.* On Brightspace, normally late Tuesdays.
- *Greetings.* Please feel free to address your instructor as Professor Winn or Conrad.

Course Perspective

- *Disagreement.* Welcome if with instructor/readings/academics/media/ politicians, others.
- *Facts.* Vital if confirmed, paramount if confirmable quantitatively.
- *Career-related Skills.* Career benefits from aspects of PSE and political science to be highlighted.
- *Important Career-related factor – costs.* (a) The housing price-to-salary ratio rose more than 2:1 post-1980, likely many times higher in key urban areas ([Canada's House-Price Growth vs Wage Growth: A Historical Look \(1981-2025\)](#)). (b) Young adults lost income share ([11-631-x2025003-eng.pdf](#), StatCan, 2025; [Research to Insights: Wages in Canada, 1981 to 2024](#)). (c) Ontarians lost relative to AB/SK. (d) Corporate pension plans declined ([11-631-x2025003-eng.pdf](#), StatCan, 2025).
- *Another Career-related Factor – Canada's weakness vis-à-vis U.S.* Like much of the world, Canada has lagged U.S. (a) growth, (b) capital spending per worker (esp. post-2014), and (c) R & D spending (vis-à-vis JPN/DEU/France too). ([TD Economics - Mind the Gap: Canada is Falling Behind the Standard-of-Living Curve](#)). Meanwhile the longterm decline of the Canadian dollar accelerated in recent seasons.

Instructor's Experience

- *Academic.* Taught political science, communications, environmental studies, empirical skills (a) at universities and (b) to senior officers in US and Europe (NATO School).
- *Publications.* His books (except one on law) and articles are quantitative/empirical.
- *Quantitative research.* Did approx. 1000 surveys/polls in North America and other continents.

- *Qualitative research*. Large contract for indigenous research across Canada (>decade).
- *Media research*. A decade-long contract for the *National Post* and its major affiliates.

Student Research Projects

- *Choice* – students may choose between (a) a research project and resulting term paper as a single author or (b) forming a group of up to four collaborating co-authors.
- *Group* – co-authors are asked to (a) c.c. all group members on emails to CW (Conrad Winn) about shared project and (b) involve all group members in group meetings with CW.
- *Exit* – any student may leave a group provided that members receive a quick, true explanation.

Term Paper – Carleton University Rules

- *Format* – (a) only Word and Excel, (b) no PDF's.
- *Pagination* – required.

Term Paper – Course Rules

- *Length* – core 1-4 pp; 1.5-2.0 spacing; limitless appendix may contain tables/charts plus discussion not central to essay.
- *Paragraphs* – never more than a page-long.
- *Sentences* – minimize adjectives, adverbs and redundancy.
- *References* – only in footnotes at the bottom of the term paper page where reference made, containing author name, title, publisher, date of publication, and relevant page numbers; no bibliographic references in parentheses within your text.
- *Submission* – Brightspace Monday November 23. Acceptable without penalty til November 30.
- *Late Submission* – December 1-11th, last day of the term. Penalty of ten percentage points without formal medical documentation. Subsequent submission requires permission.
- *Co-authorship* – (a) uploaded by one co-author, (b) uploading co-author indicated on title page, (c) other co-authors upload one line message confirming co-authorship.

II Course Description

IIa Power

The course is about who/what has power to advocate or secure results in the Canadian political system and why. Key themes relate to

1. politics (e.g. gender, ethnicity, religion, income, military, terror, proxies, spies, money, fear),
2. economics (e.g. ownership, taxation, tax avoidance, profit, competition, oligopoly, law),
3. knowledge (e.g. education, books, legacy media, big tech, entertainers, censorship, and self-censorship),
4. falsification (e.g. using proxies and secrecy to obscure the pre-eminence and/or evils of a principal player), and
5. command (e.g. who has real power, who should gain/lose power, why, and how).

IIb Paradoxes of Power

Power is a vital idea in politics that suffers from the weaknesses of paradox. One paradox is that the concept of power may have been explored more outside than inside political science, e.g. in

1. sociology and other social science fields,¹
2. commercial centres of education, e.g. study.com² and Sage Publications,³
3. psychology with respect to group power for achieving conformity,⁴ and
4. business administration on the comparative power of different forms of persuasion.⁵

Inside the study of Canadian politics, power confronts another paradox. A prevailing idealist paradigm has been that social power in Canadian politics originates within Canada and is Canadian in nature.⁶ Seemingly romantic thinking treats Canada as if it were virtually as autonomous as a super-power, confronting few if any powerful foreign influences affecting economic, social, and political activity across the country and hence exercising virtually no social power.

In practice, realism is vital for understanding power and powerlessness. Realism assumes that even middle power countries like Canada can be affected by changing trade, currency, cost, military and other realities, including the enormous post-WW2 rise of the U.S., the decline of the U.K. and much of Europe, and the emergence of new players like China.

Realism acknowledges that Canada's giant, trading partner can affect

1. Canada's exports,
2. the value of the Canadian dollar,
3. the Canadian economy and standard of living,
4. the capability of Canadian governments to moderate income differences,⁷
5. Canada's capability in the face of military, intelligence and other threats from dictatorships,
6. the propensity of highly educated Canadians to emigrate to the U.S., and
7. how Canadians think about the world in light of the U.S.'s highly influential entertainment, media, and educational industries.

U.S. power in Canada is exceptional. This reality gives the U.S. social power in Ottawa and the provincial capitals, a paradox whereby the U.S. appears to be by far the most powerful pressure group

¹ See, for example, John H. P. French and Bertram H. Raven, "The Bases of Social Power," in D. Cartwright, ed., *Studies in Social Power* (Ann Arbor, MI: Research Center for Group Dynamics, Institute for Social Research, 1959), pp. 150–167. French and Raven distinguish among legitimate power from position, reward power from identifying benefits, coercive power or the ability to punish, and reference power or personal appeal or attractiveness. See also Roy F. Baumeister and Kathleen D. Vohs, section on Social Power, *Encyclopedia of Social Psychology* at <https://doi.org/10.4135/9781412956253.n540>.

² Study.com distinguishes among the following types of social power: legitimate power from formal authority; reward power from incentives; expert power from expertise that is admired; referent power from being liked to respected; informational power from access to knowledge that is transient. One relevant source is [Types of Social Power | Definition & Examples | Study.com](#);

³ See Irene S. Rubin, *Class, Tax, and Power* (CQ Press, 1998).

⁴ J. M. Levine, "Solomon Asch's Legacy for group research," *Personality and Social Psychology* (1999), 358–364.

⁵ C. M. Falbe and G. Yukl, G., "Frequencies for managers of using single influence tactics and combinations of tactics," *Academy of Management Journal* (1992), 35, 638–652. For a self-described encyclopedia on power, see Keith Dowding, ed., *Encyclopedia of Power* (Sage Publications, 2011).

⁶ References to idealism or realism in this syllabus are linked to the uses of these terms in mass culture, not to specific discussions of idealism and realism in the subfields of political science, notably international relations and political theory.

⁷ On the matter of government revenue via personal and corporate income tax, the U.S. is not alone in constraining Canadian capability. A major role is also played by the planet's many tax havens and quasi-havens.

affecting the Canadian economy and institutions. U.S. power in Canada derives from very high and powerful corporate ownership, investment, trade, military spending, entertainment, media, big tech, travel, family ties and influence in education. The magnetism of our neighbour is reflected in a rising exodus of educated Canadian citizens. The U.S. outpaces Canada in economic growth while lagging in income taxes, especially in the high performance states of Florida and Texas. U.S. power within Canada is also reflected in the number of Canadians favouring annexation.⁸

U.S. power has extended globally, intensifying rivalries as a result. China was prompted to

1. expand its navy from almost nil to more nominal ships than the U.S. navy in two generations,
2. place agents in the Canadian Liberal caucus, the Ontario Conservative cabinet, U.K. cabinet offices, and the lives of influential members of the U.S. Congress,
3. plant proxies in Canadian governments, legislatures, elections, medical research, universities, and other sectors of the economy,
4. build a global oligopoly of precious minerals vital for telecommunications and weaponry, and
5. influence the news operations of big tech firms relying on China for labour.

In the case of Iran, American pre-eminence might have contributed to Teheran's dreams of recreating its ancient multi-continental empire. Such dreams led Iran's regime to invest in (a) proxies across continents, (b) missiles able to reach Europe, and (c) the development of nuclear weaponry for targeting North America.

News and information from legacy broadcasters and newspapers are another element of the realism paradigm. The transmission of news and information through media, education or other channels affects the issues and nations that people consider important. The great reliance of Canadian media for international news from U.S. sources and the high integration of major Canadian corporations, universities and other institutions with U.S. counterparts strengthen U.S. social power in Canada.

The realism paradigm would acknowledge that news has a record of distortion and censorship among democracies even if less than among dictatorships. In British history the most infamous example of distortion was the anti-Winston Churchill, pro-Adolf Hitler censorship of the pre-WW2 BBC. In Canada, the most infamous example was media cover-up of the high enthusiasm for the Nazi regime of MacKenzie King PhD, a Liberal and the country's longest serving Prime Minister. Another source of distortion has been the propensity of some key Canadian journalists to minimize risk of offending American media, in which some planned second careers.

In the U.S. an infamous example of distortion was little reporting on the extreme lifelong racism of progressive Democrat President Woodrow Wilson (1913-21). Another was U.S. media and hence Canadian media cover-up of the Holocaust til after WW2 plus government of Canada resistance to immigration of Jews fleeing undesirable outcomes in Europe. Today, the ultimate owner of CNN is AT&T. AT&T's economic dreams in China lead its broadcasting subsidiary to minimize content bearing a risk of offending Beijing.

The realism paradigm acknowledges that many factors constrain media accuracy. These factors include

1. money – insufficient for careful analysis of complex or manipulated matters;
2. skill – insufficient for understanding hidden aspects of foreign dictatorships;

⁸ In Canada, 43% of those aged <35 favour U.S. annexation of Canada provided that citizenship and asset conversion to USD were guaranteed (2025). <https://www.ipsos.com/en-ca/43-percent-canadians-would-vote-be-american-if-citizenship-and-conversion-assets-usd-guaranteed>.

3. fear – of (a) losing ads or audiences, (b) damage from government re-regulation or (c) violence by domestic criminals or foreign dictatorships;
4. self-interest – media reports changed to avoid offending (a) dictatorships, (b) Canadian governments or other potential Canadian employers and (c) U.S. media or other potential U.S. employers; and
5. loyalty – sometimes media executives/staff are less loyal to democracy than to its adversaries.

The realism paradigm leads to concerns about journalism's audience reach. Almost none of the few Canadian newspapers surviving today sell enough copies to contribute much to power or profit. In the U.S. perhaps 1-2% of the adult population watch in prime time the Fox News channel, the ostensible giant in broadcast news for more than 20 years. Fewer watch second place MSNBC. Perhaps a fifth of a percent watch CNN, inventor of 24 hour news (source: Nielson per Adweek at [This Is the Cable News Ratings Report for 2025](https://www.adweek.com/this-is-the-cable-news-ratings-report-for-2025/)).

PEW data show U.S. newspaper circulation dropping by 55% from 1984 to 2018 (<https://cdn.statcdn.com/Infographic/images/normal/18827.jpeg>). This was a period during which the U.S. population rose by about 45%, almost as much as the drop in newspaper circulation.

In the early 21st century, an element of good news has been an increased diversity in low circulation news sources. Some hard-working people can now turn for information to (a) think tanks independent of dictatorships, (b) low circulation Internet media independent of advertiser pressure and big tech censorship, (c) newsletters, and (d) individual authors/commentators. Unfortunately, most people in democracies rely on (a) no sources at all, (b) big tech, which are prone to censorship by Beijing, and/or (c) the content-limited legacy media that remain.

The content of this course on social power will combine some emphasis on traditional domestic interest groups seeking power, a focus of the idealist paradigm, with much emphasis on powerful organizations and foreign countries exercising influence inside Canada, a focus of the realist paradigm.

IIc Paradoxes of Perspective

Paradoxes of perspective and constraints on objective knowledge arise in universities, legacy mass media and many but not all other sources of information. Such constraints may be exercised by mega-corporations within democracies.

One consequent paradox is the power of U.S. pharmaceutical giants in (a) medical schools, (b) USG regulation of their products, and (c) U.S. legacy media reporting and hence the knowledge of American scholars and public. In a derivative paradox, constraints on American media affect Canadian media and hence universities and public as a result of Canadian journalists' regard for U.S. journalism's interpretations and the historical ambitions of some Canadian journalists to relocate.

Another paradox is the power of the world's dictatorships over knowledge in the democracies. The power of Canadian media over Canadian knowledge and information is constrained by their ultra-low revenue resources and consequently their low ability to afford

1. reporting honestly on foreign dictatorships,
2. providing their staff and families with protection against possible violence for reports that make dictatorships uncomfortable, and
3. competing successfully at home against the heavily funded media of foreign dictatorships.

The power of Canadian universities over Canadian knowledge and information is constrained by several paradoxes within Canada and/or affecting Canada through our neighbour:

1. a Canadian record of misogyny and discrimination shared with universities in other countries, including Harvard, convicted in the courts recently of racism against Chinese Americans,
2. control by the People's Republic of China and its intelligence services of essentially all Chinese politics and language faculty at universities in Canada and around the world,
3. the long-term influence over and funding of U.S. universities by oil companies seeking goodwill among oil country dictatorships,
4. control of Middle East Studies programs by the biggest foreign funder of U.S. universities, Qatar, the Islamist dictatorship.

One of many consequences of the university-related paradoxes is the increasing reliance of experts in and outside government on independent authors and non-university think tanks, especially on Middle East or China.

IId Lecture Themes and Source Material

A diversity of themes will appear in Powerpoint (PPT) lectures, detailed in section VIII. Main PPT lecture slides will normally be distributed before Wednesdays with supplements normally posted before the subsequent Saturday. In approximately the first half of the course, each class will

1. begin with a lecture supported by PPT's showing multiple sources,
2. involve questions, comments, disagreement and/or discussion heartily welcomed from students,
3. followed by mini-lectures and student discussion of how the topic could be researched for the benefit of society and/or the student-researcher.

Later in the term, the second half of classes will include students presenting the interim or final fruits of their efforts on a voluntary basis.

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

Key features of the course include:

1. PPTs – for lectures, including bibliographic references relevant to tests and with career value;
2. Multiple choice tests – dates shown in sections VI and VII;
3. Discussion – students are welcome to disagree and are asked to be concise and evidentiary. Those who disagree with the instructor will normally get the last word. Unintentional error can happen as a result of the instructor's misinterpreting agreement as disagreement or the reverse. Unintentional weakness can appear when a person offers an interpretation without supportive evidence;
4. Some term paper options are discussed in PPT's, oral lectures, class-wide announcements or individual chats/emails;
5. Sections VI and VII distil information relevant to obligations in this course.

IV Learning Outcomes – How Some Might Be Valuable

The items below list some options for students to transform success in the course into advantages for post-B.A. benefit:

1. With an eye on employment after graduation, please do a sufficiently excellent job for a version or element of your essay to be potentially accepted for academic or newspaper publication;

2. With an eye on prospects in a job interview, please consider how you would explain the steps you took to heighten the quality of your project in this course, especially without increasing its length;
3. With an eye on enhancing your employment strategies, please consider how you might be able to include interviews with prospective employers as part of your course project.

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

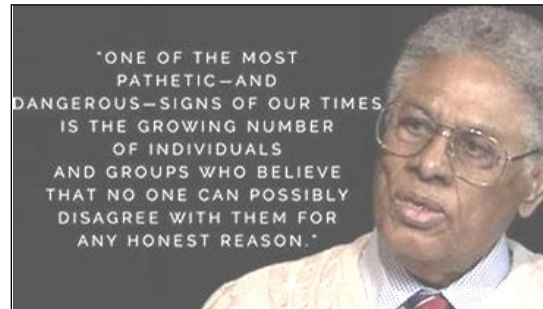
Va Textbooks – None

In place of textbooks are sources that appear in lecture PPT slides plus in Section VIIIc, below. Many references are to various kinds of non-legacy media and independent thinkers. Class-wide textbook purchases are not required.

Vb Lectures, Testing, Disagreement, Sources, Defamation and Scheduling Flexibility

Please note the following:

- Disagreement – CW agrees with very accomplished Professor Thomas Sowell that “one of the most pathetic – and dangerous – signs of our times is the growing number of individuals and groups who believe that no one can possibly disagree with them for any honest reason”;
- Tests – short, multiple-choice tests will be available between approximately first and second midnights on the following Wednesdays: Sept. 30, Oct. 14, Nov. 11, Nov. 25, and Dec. 2;
- Sources – many essential ones are noted in PPT’s for helping understand social/societal power and factors affecting it;
- Defamation – please note that certain people (e.g. U.S. politicians) have often been legally unprotected against misrepresentation. Consequently, astute people verify accusations made by others and do not take for granted their accuracy;
- Flexibility of class topics in Section VIII, below – the outline of class topics has some elasticity depending on (a) how much students would like to discuss a given theme and/or (b) student recommendations for supplementary themes.



VI Evaluation at a Glance

Date	Type	% Course Grade
Sept. 30	1 page proposal re intended essay plus footnotes and optional appendix, latter with no page limits.	10
Sept. 30	Multiple choice test	7
Oct. 14	Multiple choice test	7
Nov. 11	Multiple choice test	7

Nov. 23	(a) Essay 4 pp. max plus appendix; 1.5 or double spacing. (b) No penalty if submitted up to the end of day Nov. 30 th . (c) Acceptable with penalty if submitted Dec. 1-11 th . (d) Data should normally appear in charts/tables in Appendix.	45
Nov. 25	Multiple choice test	9
Dec. 2	Multiple choice test	15
Dec. 9	Optional grade raiser (list of professors in democracies), details on request	20
Dec. 9	Optional contribution – based on oral contributions in class and/or written proposals for additional readings or themes. Optional contribution grade will be included if higher than a student's other grades	20

VII Evaluation in Detail

- *Submission of essay* – Brightspace Monday November 23. Acceptable without penalty til November 30.
- *Latest Submission* – December 11th, last day of term. Penalty of 10% points if in December without your physician's supportive documentation. Submission after December 11th needs university permission.

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
Sept. 30	One page proposal plus optional appendix of undefined size. English language. Could include elements from Latin, French or other languages with semi-clear meaning to English-speakers.	10	Approx. 1-2 weeks after submission	In brief: ○ Goal of ultimate essay, ○ Why topic matters, ○ How you will find/create/use quantitative data given that quantitative data, a course requirement, is considered more credible than qualitative.
Sept. 30	Multiple choice test	7	2 days later	Lecture, readings, news
Oct. 14	Multiple choice test	7	2 days later	Lecture, readings, news
Nov. 11	Multiple choice test	7	2 days later	Lecture, readings, news
Nov. 25	Multiple choice test	9	2 days later	Lecture, readings, news
Nov, 23	Essay 4 pp. max plus appendix with no page limit. No penalty if submitted before Dec. 1.	45	Approx. a week after submission	Per (a) essay details in this table, (b) lectures, and/or (c) email communication with CW
Dec. 2	Multiple choice test	15	2 days later	Lecture, readings, news
Dec. 11	Optional grade raiser (list of professors in democracies), details to follow.	20	Approx. a week after submission	Lecture, readings, news

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
Dec. 11	Optional contribution – based on oral contributions in class and/or written proposals for additional readings or themes. Optional contribution grade will be included if higher than a student's other grades	20	End of term unless re-requested earlier	Quality of oral contributions
Missed tests	- For one missed test, grade will be imputed as average of all test grades. - For a second and subsequent missed test, to avoid a zero test grade the student is asked to please arrange emailing of (a) a physician's note or (b) other third party documentation potentially considered legitimate by university norms.			
Essay topics	Conrad Winn will happily provide counsel on request re essays with any of the following considerations in mind or on topics not listed in syllabus or lectures: - Any quantitative and/or data-based analysis involving (a) survey/opinion research, (b) data from democratic governments or other normally reliable source(s), (c) content analysis of media, books, academic articles, newspapers or other news sources and/or (d) other sources capable of being analyzed quantitatively with simple quantitative analysis acceptable; - Any quantitative analysis of media reporting on verified events; - Methods used in quantitative, empirical, and/or data analysis can be very basic or elementary but data analysis must be replicatable; - Any quantifiable topic recommended by the instructor; - Quantitative topics recommended by a student in class if also approved by the instructor (most cases).			
Essay requirements	- Footnotes at the bottom of the page – not end notes – with complete reference to author, title, publisher, data, and pages of your source books or source periodicals. - Maximum 4 pp for the core essay plus bibliography and appendix (no page limits) - Quantitative data, which may appear in tables/charts and/or sentences and footnotes. - Appendix may contain tables/charts. - Bibliography limited to items in page notes. - Many examples to be discussed in class with some detail posted.			
Essay advice	Conrad Winn will happily provide counsel on request re essays with any of the following goals in mind: - choosing a topic, - finding information or data (reference librarians also helpful), - minimizing ratio of effort to success, - increasing likelihood of achieving a student's goal, - assuring success doing simple quantitative analysis, - University AI rules.			
Essay – Univ. and	University rules prohibit submission of an essay - previously submitted in another course, - written by someone else,			

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
course rules	○ written by an AI or AI-type program, or ○ acquired in whole or part by commercial transaction. More details on essay content options will be presented in class and/or on Brightspace. University rules allow use of AI ○ for finding ideas or getting started, ○ to create an outline, ○ to provide a definition of a complex concept, ○ to analyze statistical data (e.g. in SPSS, Python or Excel) or to summarize large volumes of text, ○ to provide up to 30% of your essay content while the course requires all AI-generated content to be specified with precision in footnotes. Given that course submission requirements involve page constraints, students are urged to be cautious in using software to generate verbal content. Caution may make sense given the possibility that AI-generated content may be less valuable than students' own created content.			

VIII Course Schedule – Topics, Reading, and Test

VIIIa General Information about Classes

PPTs will be available on Brightspace by end-of-Tuesday's with exceptions noted in class or by announcement. Devoted to a course overview, the first class will discuss many topics – essay options, tests, availability for assistance, educational strategies for the benefit of individual students, course purpose and intended career/graduate school benefits for students, and substantive themes.

Subsequent classes will begin with at least half of each devoted to PPT lectures, followed by discussions. Initial classes will discuss essay research options plus other themes. Later classes will involve students doing voluntary presentations on their research efforts.

Most classes will also discuss winners and losers, i.e. how the theme of that week affects or reflects the distribution of social/societal power in Canada including the power in Canada of foreign corporations, foreign governments, and international agencies in addition to Canadian analogues.

Varied Pro-Democracy Sources Used in Course

Using pro-democracy sources reduces but does not eliminate deception.

Some Other Lecture Topics Available

Please feel free to recommend any supplementary topics.

VIIIb Essay and Data

Below are some ways of using data and/or thinking about social power for your essay:

- a. numerical data should normally be used because quantitative skill normally exceeds qualitative in credibility, career opportunity, and income,
- b. initial data findings can sometimes lead to potential course essay theme(s),
- c. students' co-authored academic articles and/or newspaper op-eds can potentially heighten graduate school/career/business prospects,
- d. your essay might lead to your creating (i) a public interest think tank to serve Canada, (ii) a not-for-profit business and/or (iii) a consulting business. Each of these options could potentially provide you with satisfaction and income, and
- e. another option appears in Section VIIIc at the end of each lecture sketch.

When thinking of quantitative data analysis, please consider the following broad options:

- a. attitude survey or polling data – (i) primary analysis of fresh data collected by you in your survey of Carleton students or another human population and/or (ii) secondary analysis of tables from one or more of thousands of surveys available on the Internet from polling firms in the democracies, democratic governments, analyses of western nations' economic performance, and other sources;
- b. content analytic data – headlines and/or content of (i) newspapers, broadcast news, and/or big tech services in Canada and/or across some democracies or some special cases including dictatorships, (ii) university textbooks and/or academic periodicals and/or (iii) trade books and/or periodicals;
- c. aggregate data – analysis of content in (i) data or tables released by Canadian governments, banks or other organizations in democracies or (ii) data collected by you (e.g. your analysis of letters-to-the-editor or the subjects of phone calls to open-line broadcast programs).

Before each weekly class, please think about (a) who has more and who has less social power than they merit, (b) why, and (c) what can be done.

VIIIc Lectures

Most classes will normally have three elements: Part A involving a lecture on the weekly theme(s) described below, Part B involving student-and-professor discussion of relevant ideas or challenges, Part C involving a discussion of essay options supplemented by a discussion of essay findings later in the term, followed by readings listed below. A recurrent theme will be who in Canadian society should have more power, who less power; your thoughts matter.

1. Social Power – Concepts and Realities (Week 1, Sept. 9)

Part A of week 1 discusses the syllabus. An idealism paradigm emphasizes who should have power. A realism paradigm would acknowledge difficulty in identifying how power is used and hence who should have it. Realism describes (i) good/desirable vs. bad/undesirable actions, (ii) friends or foes of such actions and (iii) the difficulty finding such information given that such actions are difficult to discover even in democracies. One extension of realism invites thinking for oneself and hence being cautious about thinking in stereotypes, as discussed in Adam Grant's best seller (see below). Another extension of realism invites being cautious about assuming that social power in nation-states like Canada derives from domestic interest groups alone and is not enormously influenced by our gargantuan trading, military, and cultural partner and southern neighbour.

Part B involves class discussion of (i) principles vs. realities, (ii) essay possibilities and (iii) career strategies.

Part C looks at essay options. Two options might be content analysis comparing time-periods and/or Canada vs. other democracies re the treatment of power in (i) political science textbooks/journals and/or (ii) major newspapers and periodicals.

Readings: (i) Syllabus, especially section II on Course Description. (ii) On the dangers of stereotyping, Adam Grant, *Think Again* (2021). (iii) For a reputable, traditional portrait of social power (and/or group political influence) as domestic as opposed to trans-national, see Miriam Smith, *A Civil Society: Collective Actors in Canadian Political Life* (2018), notable chap. 2 on Historical Trajectories, and Miriam Smith, *Group Politics and Social Movements in Canada* (2014), notably Introduction: Theories of Group and Movement Organizing.

2. Power...Who Needs What, Why, and How to Get Results – Ramifications for Social Power in Canada (Week 2, Sept. 16)

Part A discusses which of many groups merit more power in Canadian society and major institutions plus why and/or how their power should be changed. One PPT lecture will list approximately 100 possible beneficiary categories (i.e. groups/sectors that may merit more additional power) – this particular slide presentation is presented in class before being posted.

For part B, please come prepared to hear, recommend or discuss deletion or addition of some groups/sectors along with essay possibilities and career strategies involving the topic.

Part C explores essay options in more detail. These include

- (i) content analysis of textbooks/academic journals and/or major newspapers/periodicals to gauge their evolving perceptions of the importance for Canada of Canadian-domiciled social power groups vs. U.S. influence today vs. rapidly rising public sector debt over the past 50 years vs. the long-term, comparative decline of the economy of Canada vs. the U.S.;
- (ii) surveying students on what they know and believe;
- (iii) in a variant of the preceding, surveying students to gauge what they know or do not know about Canada and the U.S. and how this predicts their tendency to support or oppose annexation (see also week 11, below);
- (iv) exploring public opinion polling repositories to assemble corresponding knowledge/preferences/perceptions in Canada;
- (v) comparing what academics, journalists, and politicians have said or not said about the magnitude of U.S. social power over governments in Canada and what Canadian actions should be; and
- (vi) analysis of best strategies for democracies with respect to dealing with the social power theme you deem most important.

Readings: (i) Remainder of the syllabus, especially section VIIIc on lectures. (ii) For a reputable, traditional portrait of social power (and/or group political influence) as domestic as opposed to trans-national in origin, see Miriam Smith, *A Civil Society: Collective Actors in Canadian Political Life* (2018), notably Chapter 1, Power and Group Politics. (iii) On a theme that you might consider exploring in your term paper, please search for academic analyses that reveal the fulfilled and unfulfilled needs of beneficiary segments of society and/or economic or political challenges to their wellbeing.

3. Dictatorships vs. Democracies – Ramifications for Social Power in Canada (Week 3, Sept. 23)

Part A discusses implications for the social power of dictatorships in democracies that result from the facts that dictatorships (i) outnumber democracies 4:1 in the UN's Human Rights operation and countless other global settings, (ii) exercise influence within the democracies through proxies (e.g. among immigrants), (iii) acquire influence through corruption, and (iv) benefit from the history of Canada and other democracies embracing various forms of misogyny, ethno-racism, religious animosity and financial corruption. For a recent Anne Applebaum source, see readings, below.

Part B entails class discussion of the realities of these limitations and the ramifications for social power among Canadians and other seemingly democratic-minded people.

Part C looks at essay options such as (i) content analysis of political science textbooks/journals and/or major newspapers/periodicals in democracies, (ii) your surveying students to establish what they know and believe, (iii) exploring public opinion polling creators or repositories to assemble corresponding knowledge/ preferences among Canadians, (iv) analysis of what different authorities believe are the best pro-democracy strategies for dealing with dictatorships, (v) what Canadian media have or have not reported and when with respect to the genocides and other mega-evils of dictatorships, (vi) what Canadian publishers have or have not published and when with respect to such mega-evils, and/or (vii) comparisons between Canadian and other democratic academics, media, book publications or other themes.

Readings: A recent award-winning source on the weakening of social power inside democracies like Canada arising from the power of dictatorships is Anne Applebaum, *Autocracy, Inc.: the Dictators Who Want to Run the World* (2025).

Recurrent Theme

Each week we will conclude with ramifications for who in Canada should receive more power and why.

4. Deception in Domestic and Foreign Affairs – Ramifications for Social Power in Canada (Sept. 30)

Part A discusses the importance of the self-defence of publics in democracies against deception by omission/misrepresentation on the part of governments, politicians, big corporations, journalists and other players in Canada and other democracies as well as by the adversaries of democracy and their many proxies in democracies, including in universities.

Part B entails class discussion of the realities of the limitations and the ramifications of deception for social power among Canadians and other democratic-minded people.

Part C involves essay options. These include (i) content analysis of political science textbooks/ academic journals and/or major newspapers/periodicals, (ii) surveying students to establish what they know and believe, (iii) exploring public opinion polling creators or repositories to assemble relevant knowledge/preferences among Canadians and/or publics in other democracies, (iv) analysis of what different authorities believe are the best strategies for dealing with deceptive communication and (v) examining what academics have written about deception.

Readings: (i) A recent source is David Enrich, *Murder the Truth: Fear, the First Amendment, and a Secret Campaign to Protect the Powerful* (2025). (ii) For purposes of understanding dictatorships and developing Canadian foreign policy towards them, understanding metaphorical communication is vital. A famous example is Shahrnush Parsipur, *Women without Men: a Novel of Modern Iran* (International

Booker Prize for 2026). (iii) Semi-related to this week and assigned later in the course is Craig Unger, *House of Bush, House of Saud: the Secret Revelations between the World's Two Most Powerful Dynasties* (2004).

5. The Value and Ease of Controlling Knowledge/Communications – Ramifications for Social Power in Canada (Oct. 7)

Part A discusses the importance of controlling communication for social power, the ease of using deceit for power, weak thinking in the democracies, and why the 1984 author George Orwell believed that democracies should mistrust journalists. Part A also discusses several famous cases of censorship in the democracies, motivations for censorship, and the effectiveness of censorship including private sector manipulation of basic facts as illustrated in the classic work by Naomi Oreskes and Erik M. Conway, noted in readings, below.

Part B involves class discussion of control, deception, and counter-strategies in communications.

Part C involves discussion of essay options such as (i) content analysis of political science textbooks/academic journals and/or major newspapers, (ii) surveying students, public servants or aides to MP's to establish what they know and believe on the subject, (iii) exploring public opinion polling creators or repositories to assemble corresponding knowledge/preferences among Canadians and in other democracies about censorship.

Readings: (i) Naomi Oreskes and Erik M. Conway, *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Climate Change* (2011). (ii) Patrick McGee, *Apple in China: the Capture of the World's Greatest Company* (2025).

6. Controlling Social Power through Knowledge, 1800-1950 – Ramifications for Social Power in Canada (Oct. 14)

Part A provides a 150 year overview of the practice of acquiring and/or sustaining social power by controlling information, knowledge, and communication. Subthemes include the long record of censorship in the democracies, the persistency and complexity of censorship in WW2, and that Soviet Communists, Chinese Communists, and German Nazis were not alone in the dissemination of hoaxes.

Part B entails discussion of the realities of controlling communications and the value of counter-strategies.

Part C involves discussion of essay options such as (i) content analysis of political science textbooks/academic journals and/or major newspapers/periodicals, (ii) content analysis of historical works, (iii) surveying students, public servants or aides to MP's to establish what they know and believe on the subject of communications control and censorship, and/or (iv) exploring public opinion polling creators or repositories to assemble corresponding knowledge/preferences of Canadian and/or other publics in democracies.

Readings: on (i) flawed responses to false or incomplete information, see Daniel Kahneman, *Thinking Fast and Slow* (2013) and Kahneman *et al.*, *Noise* (2021); (ii) human simplemindedness, Nassim Taleb, *The Black Swan* (2010); (iii) on Associated Press's Nazi collaboration and BBC's persistent anti-Judaism, [Revealed: how Associated Press cooperated with the Nazis | Germany | The Guardian](#), [The BBC's deep-rooted prejudice is fuelling the poison of anti-Semitism](#) (2023) in *The Telegraph*, [TV and film industry letter accuses BBC of antisemitism](#) (2024) at the BBC.

7. Controlling Social Power through Knowledge/Communications/Domestic Spying, 1950-2026 – Ramifications for Social Power in Canada (Oct. 21)

Part A extends the previous week's analysis to a more current time period, discussing the varying motivations, great successes, and diversity of censorship plus the effects of censorship on social power. A few of the most serious and effective censorship actions were carried out by media organizations seemingly at arms' length from government (e.g. the *New York Times*' censorship of opposition to the Viet-Nam war at its beginning and of advocacy at withdrawal at the Viet-Nam war's end).

Part B entails class discussion of the realities and effectiveness of controlling information with a special focus on (i) the consequences of such controls and (ii) how themes and even the technology for controlling information have evolved.

Part C: discussion of essay themes analogous to those described for week 6.

Readings: on (i) increasing U.S. power on Canada, see Noe Chartier article, *The Epoch Times* January 5-11, 2023 A8, (ii) Canada's declining standard of living, [Mind the Gap: Canada is Falling Behind the Standard-of-Living Curve \(td.com\)](#) (2023); [20210921 Quarterly report Cross COMMENTARY FWeb.pdf \(macdonaldlaurier.ca\)](#), and (iii) democracies' increased spying on citizens, [Some Private CCTV Footage Is Being Automatically Streamed to Law Enforcement \(reclaimthenet.org\)](#) (2023) and [UK Government Plans To "Unlock The Power Of Location Data," Surveil Population Movements \(reclaimthenet.org\)](#) (2023).

Fall Break Oct. 26-30

8. Science in Medicine and Science under Control – Ramifications for Social Power in Canada (Nov. 4)

Part A provides a detailed overview of the last 3-7 years of information control of medicine-related knowledge and therapy during the last seven years, especially towards the end of the Joe Biden White House. Some of the information control was intended to serve the then ruling party with much of it to benefit the pharmaceutical industry. A paradox to be discussed was that much of the anti-Biden, anti-Democrat, anti-drug company social power came from then Democrat Presidential candidate Robert F. Kennedy Jr., longtime-leftwing Democrat Dr. Naomi Wolf and ultimate Trump appointees from the apparent left.

Part B involves class discussion of the special complexities of the era and actions that ought to be taken to protect the scientific nature of medicine.

Part C involves discussion of such essay themes as (i) content analysis of political science textbooks/academic journals and/or major newspapers/periodicals, (ii) a comparison of the events of that period with major works on medical ethics, (iii) surveying students, public servants or aides to MP's to establish what they know and believe on the subject of communications control and censorship in the medical field or on these specific and recent medical matters, and/or (iv) exploring public opinion polling creators or repositories to assemble corresponding attitudes of Canadian and/or other publics in democracies.

Readings: (i) on Google's vaccine censorship, [Google Censored Info Long Before COVID — Could It Have Anything to Do With Parent Company Alphabet's Deep Pharma Ties? • Children's Health Defense](#) (2025); (ii) Soros and censorship; [Mastermind Behind 'Disinformation Dozen' List Took Money From Foundation Linked to Soros • Children's Health Defense](#) (2025); (iii) Gardiner Harris, *No More Tears: the Dark Secrets of Johnson & Johnson* (2026); (iv) [Power Lines, Tablets Linked to Brain Risk in Children •](#)

[Children's Health Defense](#) (2026); (v) on U.S. CDC and censorship, [CDC Bought Cell Phone Data to Track Americans During Lockdowns • Children's Health Defense \(childrenshealthdefense.org\)](#) (2023); (vi) Twitter as censor, Brian Flood, "Alex Berenson to amend suit against Biden..." *Fox News* updated 20240828.

9. Food Science and Information Control – Ramifications for Social Power in Canada (Nov. 11)

Part A explores food science in a fashion somewhat analogous to the presentation of medical science in the preceding week.

Part B involves class discussion of (i) why so little is known about food, (ii) whose interest these constraints serve, (iii) what actions can be taken to counter-balance unproductive economic interests while increasing the social power of pro-social interests plus (iv) the extent to which taxation policy harms or helps the production of better quality food.

Part C involves a discussion of potential essay themes analogous to those in week 8.

Readings: (i) The primacy of food as shown in a classic analysis, Abraham Maslow, "A Theory of Human Motivation," *Psychological Review* (1943), 379-96; (ii) webmd; ["People eat it every day": Doctors warn about this hidden cancer threat - Futura-Sciences](#); [Cancer research lab worker warns against four food and drinks she'd never consume](#); [Harvard study finds this profession has the highest risk of radiation-related cancer](#); (iii) Mie Hermansen's articles on food and health in *Welltica+*; <https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/diet-and-cancer/does-processed-and-red-meat-cause-cancer>.

Recurrent Theme – Plus

Each week will conclude with

- ramifications for who in Canada should receive more power *plus*
- later in the term, findings from essays that students are happy or prepared to share.

10. Genocides – Ramifications for Social Power in Canada (Nov. 18)

Part A focuses on (i) the non-reporting, silence, inaction, absence of remedial action and implicit collaboration by Canada and other democracies with respect to huge genocides as illustrations of counter-ethical conduct, (ii) the substantial absence of social power in Canada and other democracies against the many genocides, (iii) how mass killers operate and (iv) educational and media focus on such themes.

Part B involves class discussion of the causes and effects of inattention to mass murder by Canadian citizens plus Canadian and other western journalists and scholars plus potential social power remedies.

Part C looks at essay options such as (i) content analysis of political science textbooks, trade books, academic journals and/or major newspapers, (ii) surveying students to establish what they know and believe, (iii) exploring public opinion polling creators or repositories to assemble corresponding public knowledge, and (iv) analysis of what different authorities/commentators believe are the best strategies in democracies for dealing with evil.

Readings: (i) A classic work on one of the immense Soviet extermination programs is Anne Applebaum, *Gulag, a History* (2003). (ii) A current, much praised source on mass killers' minds is Laurence Rees, *The Nazi Mind* (2025).

11. Misrepresentation: Left, Right, Taxation and Many Other Phenomena – Ramifications for Social Power in Canada (Nov. 25)

Part A focuses on misrepresentation of ideas in politics such as but not limited to left, right, liberalism, conservatism, socialism, progressivism, fascism, human rights, racism, taxation, Christianity, Islam, and indigenous peoples. The lecture will explore these and other key ideas in politics. Politicians, journalists, non-media commentators, and academics speak with confidence about the concepts of left and right despite limited empirical evidence that voters and even highly educated citizens think with consistency of these two concepts. For a current illustration of a novel use of the word, progressive, see Noah Lanard, “Michigan’s Primary Reckoning for the Democrats,” *Mother Jones* (2026). For a somewhat current assessment of how Canada talks about indigenous life, see Michelle Good, *Truth Telling* (2023).

When journalists and academics speak of taxation, they hardly ever acknowledge that both mid- and high income Canadians have multiple ways of using corporations they may control to mitigate their tax burdens, sometimes in maximal ways. Neither profession makes mention of a sizeable number of Canadian individuals, major corporations, and giant big tech firms using tax havens to lessen their tax responsibilities.

Part B may discuss the causes and effects of inattention to these matters while part C may look at hypothetical essay options and/or relevant findings. Beyond looking at essay possibilities in the future, Part C discusses findings from student essays.

Readings: (i) A classic analysis of media misrepresentation is Sharyl Attkinon, *The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote* (2017). (ii) A current, analogous analysis of university culture is Nigel Biggar, *The New Dark Age* (2026). (iii) Works on taxes include Gabriel Zucman, *We Need to Tax Billionaires* (2026) and Emmanuel Saez and Gabriel Zucman, *The Hidden Wealth of Nations: The Scourge of Tax Havens* (2019).

12. Corruption, Totalitarianism, and anti-Democratic Influence in the West – Ramifications for Social Power in Canada (Dec. 2nd)

Part A explores corrupt practices and the magnitude of totalitarian and anti-democratic influences, including espionage and violence, across the democracies.

Part B involves class discussion of (i) the causes and effects of inattention by Canadian and other western journalists and scholars to past/present/prospective mass murder and (ii) the relationship between high level corruption on the one hand and foreign and domestic policy on the other. In the latter realm, see Craig Unger, *House of Bush, House of Saud* (2004), detailed below.

Beyond looking at essay possibilities for potential use in the future, Part C discusses findings from student essays.

Readings: (i) Craig Unger, *House of Bush, House of Saud: the Secret Revelations between the World’s Two Most Powerful Dynasties* (2004) on the domestic and foreign policy impacts of Saudi-U.S. personal, financial relationships under the two Bush Presidents. (ii) Tom Blackwell, “Former MP Raj Grewal faces slew of fraud allegations, possible suspension as lawyer,” *National Post* (2026).

13. Special Cases: Women, Young Adults, Indigenous People, Jews, Francophones, Chinese Canadians, Japanese Canadians, Pro-IRGC Iranians, Pluralist-Democratic Iranians, Islamists, Pluralist-Democratic Muslims, Non-Democratic Immigrants, Zionists, Devout Christians, Roman Catholics, mainstream Protestants, Evangelicals, Agnostic Christians, Social Democrats, free market advocates, Males below a Height Threshold of 1.88m (<6 ft 2" (1.88m or <); Children; plus the Special Case of Experts and Emigration – Ramifications for Social Power in Canada (Dec. 9)

Part A explores (i) challenges faced by each of many groups in Canadian society, (ii) the sometimes very long history of such challenges, and (iii) a range of remedies including more social power. Your possible disagreement about the list is welcome as would be your thoughts about omissions. The sequence of groups is not cast in stone. Women begin the list because of their exceptional history of experiencing discrimination. In contrast to other groups listed in the heading for week 13, experts may sometimes receive benefits in excess of merit according to some observers.

Part B involves class discussion of the experiences of each group (measured and reported or neither).

Part C discusses potential research and publication on the preceding topics for students' potential benefit plus findings from student essays.

Readings: (i) <https://immigrationnewscanada.ca/canada-brain-drain-crisis-10-reasons/>. (ii) <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2026013-eng.htm>; [Why do people move in Canada?](#) (iii) [The biggest financial transfer in Canada that nobody talks about - The Hub](#) (iv) [Canadians are moving to the U.S. at record levels, amid economic strain, tax pressures - The Hub](#)

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

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

Emergency Resources (on and off campus):

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

Carleton Resources:

Mental Health and Wellbeing:

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

Health & Counselling Services:

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

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

Academic Advising Centre (AAC):

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

Centre for Student Academic Support (CSAS):

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

Equity & Inclusivity Communities:

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

Off Campus Resources:

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

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

Empower Me: 1-844-741-6389,

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

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

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

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

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

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

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

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

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

PLAGIARISM

sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided

to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

PETITIONS TO DEFER

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

INTELLECTUAL PROPERTY

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

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

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

ACADEMIC INTEGRITY

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

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

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and

presenting these as one's own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

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

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

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