

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

Fall 2026

PSCI 3406A

Public Affairs and Media Strategies

Wednesdays 2:35-5:25 p.m.
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 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 Wednesday November 25. 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 university 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 Goals

To contribute to your success at persuasive communications/media strategies, PSCI 3406 emphasizes

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

IIb Aims – to Understand Major New Media/Communications/Persuasion Challenges

“Public affairs” (abbreviated as PA) is often a euphemism for lobbying, persuasion and/or communications. The terms “public affairs strategies” and “media strategies” allude to winning hearts and minds. Winning may require allies, e.g. think tanks, research institutions, journalists, big tech and even companies that your own firm may be competing against.

Winning may require your own website or websites. This would be especially so if you were operating in a time period during which the preponderance of media and communications channels were unfriendly to your messaging. Your strategies might have to deal with challenges affecting mainstream media (MSM), universities, the Internet and other institutions vital to public awareness or knowledge and hence valuable for your public affairs communications. MSM and related challenges to democracies are distilled in table 1 with respect to low media knowledge¹ of key subjects and in table 2 with respect to sources of weak reporting.²

Table 1: MSM³ Challenges – Low Media Knowledge

<i>Low MSM Knowledge of...</i>	<i>A Few Illustrations and Details</i>	<i>Likely Impact(s) on Public</i>
1. ...international, military and dictatorship facts	○ Dictatorships – Western media know little about their historical goals, their many military/espionage/political proxies, divisions of opinion among their populations, and military effectiveness/ineffectiveness. ○ Democracies – Western media know little about the rapidly changing military-technology skills/effectiveness of Western allies.	Weak forecasts and weak understanding of non-western nations
2. ...military technology	Few media know about weapons, decline of W. Eur’s military, U.S. munitions reserve, rise of PRC navy or the facts and significance of cross-national locations of U.S. military research.	Uneven media requests for more spending or military action
3. ...dictators’ crimes	Low news re (a) spying/bribery, (b) brutal treatment of women/Christians/minorities/critics in dictatorships, (c) assassination	Greater power of dictatorships
4. ...govt debt; bias against the young	Low news re multi-decade rise in debt and negative effects on younger generations’ ratio of income to housing cost	Rise in inequality by age
5. ...bias against women and ethno/religious/racial/biological and other minorities	Low news re centuries of discrimination against ○ women, young adults, indigenous, Jews, other religious minorities, non-whites, non-tall males in the Anglo-democracies, ○ analogous minorities in non-Anglo-democracies, ○ Christians and other religious minorities in Pakistan and other Islamic countries plus ○ Protestant-Catholic conflict	Persistent inequalities/abuse in democracies even if often less extreme or more moderate than in the dictatorships

¹ The reference to low media knowledge is a generalization, to which there exist publications and individual journalists who are definite exceptions, i.e. exceptional knowledgeable.

² As in the preceding footnote, there exist significant exceptions to this general observation.

³ (a) MSM or mainstream media refers to broadcasters and newspapers available generations ago in contrast to big tech, new media. (b) In the U.S., pro-Democratic party commentators have sometimes excluded Fox News from the MSM media category. (c) A Fox News paradox is that its sizeable minority of liberal Democratic viewers may constrain it from conveying information as conservative or pro-GDP as small circulation periodicals.

Low MSM Knowledge of...	A Few Illustrations and Details	Likely Impact(s) on Public
6. ...surveillance, spies, bribery, PRC rise	Poor reporting of high rise and effectiveness of espionage, escort women, assassinations, and theft by major dictatorships.	Barriers to Western public alertness to many threats

Table 2: MSM⁴ Challenges – Weak Reporting and Ancillary Factors in the Democracies

Media Challenges	A Few Illustrations and Details	Likely Impact(s) on Public
1. Generations of poor or unreported news	- International: (a) Cdn. and x-national censorship of Nazi cruelty pre-1946; (b) BBC censorship of Nazi war preparation pre-1939; (c) U.S. media censorship of doves at Viet-Nam war start and hawks at end; (d) low reporting of many genocides. - Domestic: (a) Persistent absence of reporting on inequalities, tax avoidance and govt program effectiveness/ineffectiveness. (b) Longterm owner and advertiser conflicts-of-interest.	Negligible public knowledge and negligible government action.
2. Sharp media decline	Thousands of newspapers died in 21 st C. across the democracies.	Low public knowledge lowered.
3. Media conflicts-of-interest	1930's: Associated Press profited from Gestapo monopoly agreement to misrepresent events in pre-WW2 Germany. - The CEO of the then paramount BBC used his Nazi sympathies for heavy censorship. 21st C.: motivated by commercial interests, CNN's owner AT&T ensures that the broadcaster avoids offending Beijing. - Other media minimize risk of provoking negative reactions by dictatorships, advertisers, or government regulators.	Same as above
4. Decline of political books	Books on wellbeing, mental health, and lifestyle have supplanted the prominence of books on politics in retail bookstores, reducing the visibility and hence availability of sources competing with MSM.	Same as above
5. MSM power aided by big tech	The perceived credibility of MSM is slightly protected by the mediocrity of big tech reports – ultra-brief, very undetailed plus censored on issues of interest to Beijing.	Same as above
6. MSM aided by internet oligopolies	Concentration is especially high among many search engines, whose partisanship reinforces mass media biases. (Google as paramount).	Same as above
7. MSM – weakened partially by new competitors	Rise of think tanks, independent experts, independent authors, and new Internet periodicals help weaken MSM credibility on international affairs among some government policy elites.	MSM news audience and trust down
8. Decline of universities	Universities contribute less to students' understanding of the news as a result of - rising partisan alignment of universities, - high acceptance of high donations and influence from Qatar, China and other dictatorships (esp. in U.S.), - corporate conflicts-of-interest (e.g. pharma power in medical schools), - low use of books, alternative media, think tanks and invited speakers as counter-points to MSM, and - other subservience to domestic mega-corporations (e.g. oilcos)	Declining credibility and impact

Media Challenges	A Few Illustrations and Details	Likely Impact(s) on Public
	and foreign dictatorships. Top U.S. univs lost grants/respect as info sources b/c of - o sleaze (e.g. China/Qatar/oil cos/pharma etc.), - o racism, e.g. Harvard contra Chinese Americans, and - o heightened partisanship.	
9. Decline of freedom across the democracies	Manifested in global effects of USG-Eur-big tech censorship plus politicians profiting from inside information and investments in or from PRC.	Several U.S./U.K./Eur /media and Internet success in censoring.
10. Democracies' material decline	Relative to the U.S., some decline of economies/birth rates/policy stability/mil. across most non-U.S. democracies	Media oblivious

IIc Conrad Winn – Bio and Relevance to the Course

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



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

Key organizational features of the course are:

- PPTs – for lectures and all content including bibliographic references relevant to tests;
- Multiple choice tests – dates presented in VIII on lecture schedule;
- Lectures – please feel free to contribute or disagree. Concise, courteous disagreement will normally get the last word plus potentially a very good grade;
- Term paper topics – pre-authorized as outlined below and explained in class. Alternative options are welcome while requiring written approval ideally in September, not past October 15.

IV Learning Outcomes (examples)

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

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

Va Textbooks – None

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

A subset of priority items with an asterisk will be available on the Internet or at Carleton Library Reserve. Re Internet sources, please note that organizations may modify their websites unexpectedly, causing a URL link to no longer function. One solution may be to search for the item at the source site.

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

Vb Lectures, Testing, Disagreement, and Source Categories

Please note the following:

- Queries, comments, and disagreement are all welcome. Courteous disagreement can lead to inspiring interpretations that neither party originally thought of or even a consensus that it may be difficult to know which interpretation to embrace. CW agrees with Professor Thomas Sowell that “one of the most pathetic – and dangerous – signs of our times is the growing number of individuals and groups who believe that no one can possibly disagree with them for any honest reason.” (see Week 7, below);
- Understanding politics well enough to develop public affairs and media strategies for victory in a contest can be a challenge. That helps explain the number of optional readings in section VIII;
- Short, multiple-choice tests (see sections VI and VII for dates);
- Types of readings – source diversity can matter, e.g. academic sources; think tanks; fearless authors; and other sources in the PPTs;
- Volume of reading – many references are provided to illustrate the potential breadth of availabilities. Student awareness of potential readings is encouraged but extensive or thorough reading is not expected.
- Defamation – vital to understand to protect yourself against (a) unintentional calumny, (b) suits against you by the wealthy, and (c) suits in legal systems that favour the super-wealthy (e.g. U.K. far more than U.S.) as well as to understand uneven legal protection available to politicians (less in U.S. than elsewhere).

Vc Communicating and Consulting

Please

1. follow Carleton rules – only a Carleton email address;
2. request permission in writing for an unauthorized term paper topic in Sept., Oct. 15 at latest, as noted above;
3. consult CW if you feel a need for research methods advice and library’s Ms. Aleksandra Blake or another librarian re access to works on your topic;
4. consider consulting University authorities in early September if you plan survey research for potential publication in your role as a student;
5. please review carefully the content in sections VI and VII, especially dates.

VI Evaluation at a Glance

Date	Type	% Course Grade
Oct. 1	Multiple choice test	7
Oct. 3	1 page proposal re intended essay plus footnotes and optional appendix, latter with no page limits.	10
Oct. 15	Multiple choice test	7

Nov. 11	Multiple choice test	7
Nov. 25	Multiple choice test	9
Nov. 25	(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
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* – 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
Oct. 1	One page proposal plus optional appendix of un-defined 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.
Oct. 1	Multiple choice test	7	2 days later	Lecture, readings, news
Oct. 15	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
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 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			

Date	Type	% Course Grade	Likely ETA of Grade or Feedback	Content
				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; - 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 prohibition against the use of AI to manufacture an essay.
	Essay – Univ. rules			University rules prohibit submission of an essay - previously submitted in another course, - written by someone else, - written by an AI or AI-type program, - acquired in whole or part by commercial transaction or - not authored by the student. More details on essay content options will be presented in class and/or on Brightspace.

VIII Schedule – Topics, Readings, Tests

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.

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.

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.

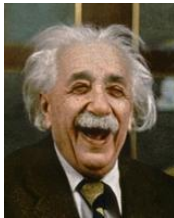
Classes will tend to have one or more sets of PPT's on Brightspace weekly. Each week, kindly skim through at least some of the small subset of references that have an asterisk (star) and are on Reserve. The first example is *Nigel Biggar, *The New Dark Age: Why Liberals Must Win the Culture Wars* (Cambridge, UK: Polity Press, 2026). Students are not expected to read every reference. Please note that recency may trump older publications on more recent events/technologies but older publication may be better on methods/principles.

1. Higher Education, Politics, and Research:

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

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

(c) Empirical Research—How to Make It Serve You (Week 1, Sept. 9)



Vs.



Library and other Sources (asterisk indicates special importance)

1. *Nigel Biggar, *The New Dark Age: Why Liberals Must Win the Culture Wars* (Cambridge, UK: Polity Press, 2026).
2. *[“The Treason of the Intellectuals,” with Niall Ferguson | Uncommon Knowledge](#) (2025);
3. *[How The Nazis Conquered German Universities | Sir Niall Ferguson: The Treason of the Intellectuals](#) (2025)
4. *Theodore Baker, *How to Rule the World....Stanford University* (2026)
5. **Covert Cash: What American Universities Don't Want You to Know about their Foreign Funding* at [Covert Cash - The Clarion Project](#). See also Niall Ferguson speaking on the decline of freedom at universities at [Niall Ferguson: The Vibe Shift Skips Academia - YouTube](#) (2025); “Why UATX Is the Anti-Harvard” at [Niall Ferguson: Why UATX is the Anti-Harvard - YouTube](#) (2025);
6. *Sharyl Attkisson, *The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote* (Harper, 2018)
7. *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).

8. J. Grimmer and B. M. Stewart, “Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts,” *Political Analysis* (January, 2013)
9. Allan Bloom, *Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (2012)

Tasks to Think about or Do

1. Course syllabus – please read it very carefully.
2. Please think carefully of whom you would like as a research partner among students in the class and about different project options that you might consider carrying out. Partnering is a recommendation, not obligatory.
3. Please ask yourself about the public affairs challenge(s) facing each of the following:
 - a. democracies,
 - b. the west,
 - c. media – old and new,
 - d. your generation,
 - e. Australia,
 - f. France.
4. Spend some of your spare time reading or glancing at newspapers from beyond Ottawa: (i) especially in the U.S. plus (ii) the U.K., Australia, India, Israel and Sweden, (iii) China, Japan, Taiwan, South Korea, and Viet-Nam, (iv) France, Germany, and Western Europe, plus (v) areas of special interest. Please ask yourself why these countries are chosen and organized in this way.

2. The Mind—How Can Genius and Idiocy Cohabitate (Kahneman), (a) China’s Upsurge, (b) Europe’s Decline and Christians, (c) Iran’s Imperial Dreams (224–651 AD) and Disunity, (d) Incremental Sunni-Israeli Conciliation, (e) Explosion of Intergenerational Inequality in the West (Week 2, Sept. 16)

Library

1. Main lecture on System 1 Thinking and the laziness of the human brain.
2. *Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2011)
3. *Daniel Kahneman *et al.*, *Noise : a Flaw in Human Judgment* (2021)
4. *Sam Cooper, *Wilful Blindness: How a Criminal Network of Narcos, Tycoons and Chinese Communist Party Agents Infiltrated the West* (2024)
5. Terence Flynn, "Do They Have What It Takes? A Review of the Literature on Knowledge, Competencies, and Skills Necessary for Twenty-First-Century Public Relations Practitioners in Canada," *Canadian Journal of Communication* 39.3 (2014): 361-384 available online at proquest.

URL's

1. *Judith Bergman, China: The Perfect High-Tech Totalitarian State, 18 June, 2019
<https://www.gatestoneinstitute.org/14365/china-totalitarian-technology>
2. <http://sultanknish.blogspot.com/2019/08/16-muslim-countries-endorse-china.html>
3. Weakness of Russian collusion investigation (24 July, 2019): <https://pjmedia.com/trending/twitter-reacts-to-mueller-claim-hes-not-familiar-with-fusion-gps/>
4. China vs. U.S. –potential for a long fight:
<https://www.nytimes.com/2019/08/07/business/dealbook/china-us-trade.html>
5. Why Canada to ban Beijing's Huawei:
<https://www.theglobeandmail.com/opinion/article-for-the-security-of-canadians-huawei-should-be-banned-from-our-5g/2019012>
6. *Raymond Ibrahim, "Another Ignored Genocide of Christians Plagues Burkina Faso," 15-Dec-19 at
<https://www.gatestoneinstitute.org/15288/genocide-christians-burkina-faso>
7. Guilio Meotti, "Hungary's Prime Minister Viktor Orbán: Europe's Solitary Defender of Persecuted Christians" 14 Dec., 2019 at <https://www.gatestoneinstitute.org/15285/viktor-orban-persecuted-christians>
8. *Majid Rafizadeh, "In Iran, It Is a Crime to Be a Christian" December 29, 2019 at
<https://www.gatestoneinstitute.org/15229/iran-christians-persecution>
9. *Guilio Meotti, "Christians Beheaded for Christmas, The West Goes Back to Sleep" January 5, 2020 at <https://www.gatestoneinstitute.org/15369/christmas-christians-beheaded>
10. "Turkey's No Longer Best-Kept Secret: Islamized Christians" in *The Persecution of Christians* 12 January, 2020 at <https://christianpersecution.com/turkey/turkeys-no-longer-best-kept-secret-islamized-christians/#:~:text=Turkey%E2%80%99s%20No%20Longer%20Best-Kept%20Secret%3A%20Islamized%20Christians.%20Persecution,Empire%20and%20its%20successor%20state%2C%20the%20Republic%20>
11. Lawrence A. Franklin, "China's War on Religion Ensnarers American-based Pastor John Cao" 18 March, 2020 at
<https://www.gatestoneinstitute.org/15743/china-war-on-religion>
12. Bassam Tawil, "Who's Attacking Palestinian Christians?" March 8, 2020 at <https://www.gatestoneinstitute.org/15690/attacking-palestinian-christians>
13. Guilio Meotti, "The Vatican Surrenders to China," 22 March, 2020 at
<http://www.ruthfullyyours.com/2020/03/22/the-vatican-surrenders-to-china-by-giulio-meotti/#:~:text=%20The%20Vatican%20Surrenders%20to%20China>

Judith Bergman

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

Readings – Why So Many?

To...

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

What to Look for in Readings?

Errors...

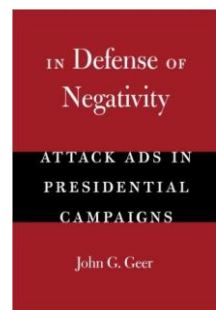
- ...of commission,
- ...of omission,
- ...from ignorance,
- ...from lying from fear
- ...from fanaticism.

%20by%20Giulio,Benedict%20XVI%20saw%20the%20danger%20of...%20More%20

14. Wang, Jenny. "How Managers Use Culture and Controls to Impose a '996' Work Regime in China That Constitutes Modern Slavery." *Accounting and Finance* (Parkville) 60, no. 4 (December 2020): 4331–4359.
15. Srivastava, Rajendra N. "Children at Work, Child Labor and Modern Slavery in India: An Overview." *Perspective* 56 (August 15, 2019): 1-6.
16. Sonnemaker, Tyler. "Apple Knew a Supplier Was Using Child Labor but Took 3 Years to Fully Cut Ties, despite the Company's Promises to Hold Itself to the 'highest Standards,' Report Says." *Business Insider*. December 31, 2020
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(b) The Power and Weakness of Academic Predictions, (c) The Power and Weakness of Hollywood (Week 4, Sept. 30) Library

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(b) Implications for Public Affairs Strategy (Week 5, Oct. 7)

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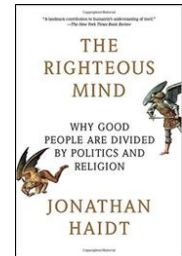
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(a) Rise of English—Why Did It Happen and Why Does It Matter (Week 6, Oct. 14)

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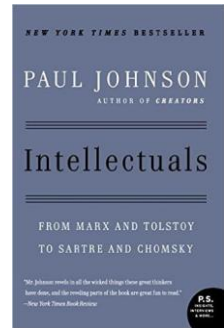
(a) Universities—Best Friends and Worst Enemies of Democracy

(b) Nations—Best Friends and Worst Enemies of Freedom and Decency (Oct. 21)

Library

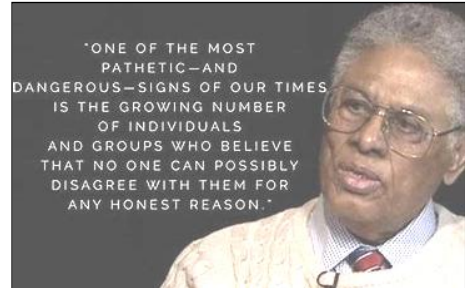
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Break Week (Oct. 26-30)

8. Challenges to Knowledge

(a) The Human Mind as a Barrier to Knowing, (b) Changing Sources of Knowledge, (c) Changing Trustworthiness of Sources, and (d) Internet and Technology as Friends and Enemies of Knowledge (Nov. 4)

Library

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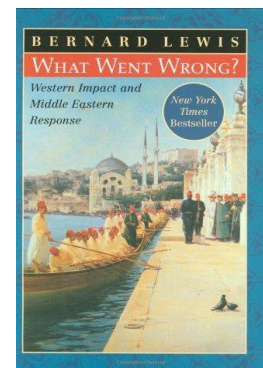


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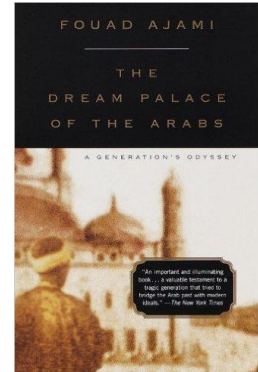
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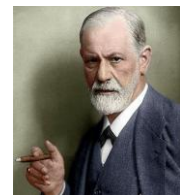
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13. https://thehill.com/opinion/international/446866-its-time-to-send-a-message-to-qatar?utm_source=Middle+East+Forum&utm_campaign=7113ff0a68-QATAR_CAMPAIGN_2019_06_11_04_49&utm_medium=email&utm_term=0_086cfd423c-7113ff0a68-34087493&goal=0_086cfd423c-7113ff0a68-34087493 It's time to send a message to Qatar
14. <https://clarionproject.org/al-jazeera-throws-party-terrorist-samir-kuntar/> 20130823
15. Denis MacEoin, "The United Nations Human Rights Council Praises Iran," *Gatestone* 29-Apr-20 at <https://www.gatestoneinstitute.org/15920/iran-un-human-rights-council>
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17. Barnini Chakraborty, Alex Diaz, "EXCLUSIVE: Chinese virologist accuses Beijing of coronavirus cover-up, flees Hong Kong: 'I know how they treat



whistleblowers' *Li-Meng Yan told Fox News that she believes China knew about the coronavirus well before it claimed it did. She says her supervisors also ignored research she was doing that she believes could have saved lives." 10 July, 2020 on Fox News at <https://www.foxnews.com/world/chinese-virologist-coronavirus-cover-up-flee-hong-kong-whistleblower>

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

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

Emergency Resources (on and off campus):

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

Carleton Resources:

Mental Health and Wellbeing:

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

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

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

Academic Advising Centre (AAC):

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

Centre for Student Academic Support (CSAS):

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

Equity & Inclusivity Communities:

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

Off Campus Resources:

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

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

Empower Me: 1-844-741-6389,

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

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

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

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

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

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

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

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or

exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

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

PETITIONS TO DEFER

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

INTELLECTUAL PROPERTY

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each 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

PLAGIARISM

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)
Career Services (6611)

501 Nideyinnà
401 Tory