

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

Winter 2020

PSCI 2401B
Public Affairs Analysis
Friday 8:35 a.m.-10:25 a.m.
Please confirm location on Carleton Central

Basic Information

Instructor: Professor Conrad Winn

Office: B676 Loeb extension 1195

Normal communication: Please note...

- Email headings—kindly use a subject heading such as “PSCI3406 Advice about Paper” or “PSCI 2401 Seeking a phone/FaceTime/Skype meeting” or “PSCI 2401 Seeking advice on paper about XYZ;”
- University email—kindly observe CU rules and use your CU account;
- Professor’s coordinates—conrad.winn@carleton.ca and 416 460-5844;
- Time sensitive phone calls—please use texting to schedule.

Meetings: Please note...

- Arrangements—phone/FaceTime/Skype and F2F meetings must be prescheduled by email, by texting if more time sensitive;
- Call days—phone/FaceTime/Skype conversations on almost any weekday;
- F2F meetings--normally pre-scheduled for Thursday mornings and late afternoons or Fridays after class, two weeks in advance in peak periods.

Aims and rationales: Please note that the course will involve...

- A broad introduction to politics, what governments do and how...fundamental knowledge for government/public affairs, PR/communications, and lobbying jobs;
- Talking vs. doing—what governments say vs. what they do vs. actual effects...important because of duplicity in politics;
- Public affairs—a code word for lobbying and political communication...increasingly vital on a planet that is growing effectively smaller and faces increasing risk;
- Internal threats to democracy—exploding debt, falling birth, demographic conflict, hyper-partisanship, media weakness, and System 1 thinking...increasingly important given the vulnerability of democracy;
- External threats to democracy—Beijing totalitarianism, Islamist violence, and de-integration of Western Europe...increasingly important given the democracy’s vulnerability and the increasing value of public affairs skills;

- Quantitative analysis—some emphasis on gentle empirical analysis (non-technical, quantitative analysis)...of increasing value in the job market;
- News sourcing—some emphasis on changes in sourcing of news/information with a focus on think tanks and highly specialized media.

Proposals/assignments:

- Arrangements—phone/FaceTime/Skype and F2F meetings must be prescheduled by email;
- Time-sensitivity—phone conversations may be pre-scheduled;
- Call days—almost any weekday;
- Cell number—416 460-5844, text before calling;
- F2F meetings--normally pre-scheduled for Thursday mornings and late afternoons or Fridays after class, two weeks in advance in peak periods.
- Advice from the instructor—never affects grade. Please note the risks of delaying requests for advice include that the instructor’s calendar may have already been filled;
- Advice from the Library Reference Department re media access—also free and does not affect grade. Aleksandra Blake is the lady with whom to schedule an appointment.

Deadlines:

- Please note...
- Proposal, test, and paper deadlines must be satisfied;
- Except in special circumstances, deadline extensions will not be offered and late papers will not be accepted without medical documentation.

Course Purposes

The course is intended to help students learn skills, including the seven outlined in the table below.

Learning	Detail	Value to Students
1. Public policy	Stated intents vs. actual intents, vs. program effects.	Essential for government, lobbying, and policy/communications consulting jobs. Valuable for understanding news.
2. Policy paradox	Left and right are each divided and can exchange/reverse positions.	Improving your skills in PR, elections, and as party advisors or policy consultants.
3. Data and science	Better skill in understanding or creating data and in understanding policy science (e.g. program evaluation).	Employers tend to value primary analysis (i.e. what the data reveal) as much as they value expert advice, and pay more for it. Data knowledge enhances performance in graduate study/job seeking/income.
4. Getting information.	How to access different sources of information	Mastering information sources enhances job seeking, graduate study, and role as an informed citizen.
5. Unknown	Guessing what you and others don't think about and don't know	Essential because what is unknown is so often the biggest driver of what happens.
6. Unknowing	Estimating what key others don't think about and hence why they are mistaken	Essential for protecting yourself from bad predictions, unfortunate jobs, and other situations.
7. Your	Learning what you yourself favour.	The ability to distinguish your own perspective from

Learning	Detail	Value to Students
perspective		others'—vital for job success, job happiness, and creating own business.

Dates—A Summary

Activity	Content Details	Timing
Grade raiser	Worth up to 20% of the course grade, a grade raiser will be based on a possible combination of student's TA group performance, his/her performance during lectures, and potentially if the student opts to arrange with course instructor for a grade raising, extra assignment.	Optional extra-assignment: proposal by Jan. 24 (a few days extra for late registrants); submission by March 27.
Proposal	Co-authored by the 2-4 team authors, chosen by the authors themselves. Variation on one of the research assignment themes provided below.	Jan. 24. A few days extra for late registrants' teams.
Test 1	On lectures, readings, and news.	Jan 31
Test 2	Same, focusing mainly on period since last test.	Feb 28
Paper	Emphasis on primary research based on one of the themes outlined in the syllabus, below.	March 15 upload on cuLearn
Test 3	The entire period from the beginning of the course.	March 20

Grades, Deadlines, and Dates—in More Detail

Activity	Content Details	Timing	Rationale	Grade
Lectures--attendance	A random sample of lectures will have sign-ins. Passing the course requires attending >50% classes with sign-ins.	Random sample of lectures	Lectures are essential for mastering the course material	P/F
TA group participation	Optional at student's discretion. Driver of a grade raiser per below.	N.A.	N.A.	See grade raiser.
Grade raiser	Worth up to 20% of the course grade, a student's grade raiser may be based on performance in (a) his/her TA group, (b) lectures, and/or (c) in an optional grade raising assignment.	Optional assignment proposal Feb 7, submission March 15.	Optional assignment is discretionary for the student. May be done by one student or jointly by 2-4.	Only if a positive impact, up to 20% of the course grade
Writing	Assignments and communications must meet university standards. Paragraphs of a page or more will be deducted marks.	N.A.	University standard writing is essential for degree and job market.	P/F
Teams	Proposals/assignments will be undertaken by self-selected teams of 2-4 students.	Two	Quality can improve; team experience vital.	Better than otherwise
Test content	Multiple choice.	Several	More objective and quicker turnaround.	N.A.

Activity	Content Details	Timing	Rationale	Grade
Proposal	Co-authored by the 2-4 team authors, chosen by the authors themselves. Variation on one of the research assignment themes provided below.	Jan. 24. A few days extra for late registrants	Helps ensure success in the final paper.	10%
Test 1	On lectures, readings, and news.	Jan 31-- <an hour in class	Source of good signaling and measurement.	10%
Test 2	Same, focusing mainly in period since last test.	Feb 28 <an hour in class	Source of good signaling and measurement.	15%
Paper	Emphasis on primary research based on one of the themes outlined under "Proposal Topics and Term Papers."	March 15 upload on cuLearn	Teaches empirical skills, where to find data.	40%
Test 3	The entire period from the beginning of the course	March 20 <an hour in class	Source of good signaling and measurement.	25%
Deadlines	Except in special circumstances, medical documentation is needed to extend a submission deadline or for finding a solution to a missed test.	Several	Fairness to other students.	N.A.

Information Other Than Weekly Topics, Proposals, and Term Papers

Irony

Even the title of this course, "Public Affairs Analysis," is a paradox. It was invented to serve marketing interests. But marketing is supposed to be anathema to universities, whose only interest is ostensibly truth. The concept of public affairs implies matters that concern the public, e.g. pension policy. In the real world of politics, public affairs is a polite word for persuasion, PR, arm twisting, indoctrination, and lobbying.

Texts—Available in Carleton Bookstore

Lydia Miljan, *Public Policy in Canada: an Introduction* (Don Mills: Oxford, 2012), 7th edition, ISBN 9780199025541, available from the Carleton University book store.

Brian Lee Crowley, Jason Clemens, and Niels Veldhuis, *The Canadian Century: Moving Out of America's Shadow* (Toronto: Key Porter, 2009) ISBN 1554701880, available from Macdonald-Laurier Institute through the Carleton University bookstore.

If the Miljan book has not yet arrived in the bookstore or there are too few copies of the Crowley book for the size of the class, photocopies of key sections will be placed on cuLearn.

Weekly Readings

- Textbook and other readings described in the syllabus.
- Occasional other brief, mainly event-related readings on cuLearn or emailed to class.

Other Source Material

Students will benefit from access to

- ❑ traditional broadcasters such as CBC, CTV, CNN, MSNBC, BBC—operated by leftwing males often with modest knowledge of international events, business matters, women's issues, and minority concerns as well as a low propensity to anticipate rightwing victories (e.g. Trump, Boris Johnson);
- ❑ non-traditional, anti-elite, and sometimes populist rightwing broadcasters such as Fox News, Australian Sky News, and sundry niche broadcasters in the U.S. and U.K. who have been somewhat better forecasters (e.g. Boris Johnson's earth-shattering, re-alignment victory in the U.K. election of December, 2019);
- ❑ traditional print media such as *The Toronto Star*, *Globe and Mail*, *National Post*, *Ottawa Citizen*, *N.Y. Times*, *Washington Post*, *Guardian*, *Daily Telegraph*. They tend to have the same pre-conceptions as their broadcast cousins, especially in the U.S., where there are no consequential newspapers that are rightwing, only a few journals/magazines (e.g. *National Review*).

Ironically, students may benefit from media operated by dictatorships, even dictatorships that operate pseudo-elections. The RT Television Network is a tool of Putin's quasi-dictatorship. Al Jazeera is a tool of the dictatorship of Qatar, which apparently subsidizes the Muslim Brotherhood. This small country created the television network to compete for international power with its big neighbor, Saudi Arabia. Unlike its owner, Al Jazeera pretends to be modern, for example not misogynist. This is to maintain its North American audience. Al Jazeera and other dictatorship-serving sources are useful for understanding the propaganda goals of their owners.

The biggest media change in the past generation has been the explosion of informed, special purpose think tanks, research institutions, and other thoughtful groups. The following is a very long, partial list presented so that you can have a sense of how very many groups, liberal or conservative, compete with the conventional media and often outperform them:

salon.com, gatestoneinstitute.org, sultanknish, honestreporting.com/ca, pjmedia.com, littlegreenfootballs.com, mediaresearch.org, instapundit.com, aibr.org, <https://www.politico.com>, www.meforum.org, dailykos.com, townhall.com danielpipes.org, memri.org, C.D.Howe, Fraser, Macdonald Laurier, www.japantimes.co.jp, thetower.org, www.gatestoneinstitute.org, <https://www.youtube.com/watch?v=8pDyHglj8Vc> Ed Klein: Clintons and Obamas Are Like Two 'Mafia Families', www.jihadwatch.org, www.investigativeproject.org, <https://herald.report/al-jazeera-should-be-shut-down-in-the-us-for-engaging-in-espionage/>, www.wnd.com, <https://pressprogress.ca/statistics-canada-finds-new-evidence-multinational-corporations-are-dodging-canadian-taxes/>, <https://youtu.be/mo3LpGOFIAY> (Peter Schweizer on exposing Obama-era corruption in new book), <https://youtu.be/6ZCrkyFeFGY> (Steyn on Democrats knowing what Bill Clinton was doing), <https://www.burlingtonfreepress.com/story/news/local/2019/04/17/campus-free-speech-middlebury-college-charles-murray-european-parliament-ryszard-legutko/3494450002/>, <https://tammybruce.com/2019/07/ayaan-hirsi-ali-on-ilhan-omar-and-the-roots-of-somali-anti-semitism.html>, https://www.theblaze.com/news/tulsi-gabbard-campaign-sues-google-for-blocking-her-ads-after-first-democratic-debate?utm_source=Sailthru&utm_medium=email&utm_campaign=Daily-Newsletter__PM-Final%202019-07-25&utm_term=TheBlaze%20Daily%20PM%20-%20last%2070%20days, www.newsmax.com, <https://israelunwired.com/jewish-conservative-female-journalist-banned-from-facebook-instagram-and-twitter/>, https://pjmedia.com/trending/amazon-purges-reviews-of-best-selling-anti-obama-book/?utm_source=pjmedia&utm_medium=email&utm_campaign=nl_pm&newsletterad=&bcid=a

1c635f3bfdb5b30e5ef75089eea428f&recip=28551259,
https://www.americanthinker.com/articles/2019/07/big_tech_and_the_deep_history_of_free_speech.html.

Each Week

Each week will tend to have a similar format—a review of assigned reading, brief news discussion, an assessment of media and information sources, a discussion of paradoxes in politics, a review of a policy issue cameo, and other possibilities.

Academic Infractions.

A student who plagiarizes will face consequences according to university rules and norms, including the possibility of course failure. Please see <https://www.ualberta.ca/current-students/academic-resources/academic-integrity/plagiarism.html>.

Tests and Pencils

For evaluation purposes only. They will not be returned to the student. Students must bring pencils for tests.

Other Evaluation Requirements and Exemptions.

In the event of significant family circumstances such as bereavement, the instructor may at his discretion extend a term paper submission deadline or exempt a mid-term test, in which case the putative test result would be calculated as the average of the scores on the other two tests—all of this subject to university regulations.

Proposal and Term Paper Topics

Suggested Topics

The following is a list of suggested topics but you should feel free to propose other topics for possible approval:

- A. Left-Right meaning in the media: Though probably the most important paradigm in the political and social sciences, the left-right continuum is most striking for the absence of objective, empirical research on it. A term paper on this topic would explore empirically (quantitatively) the number of references to left and right in the media of democratic countries by policy area (e.g. health, social services, taxation), beneficiaries (e.g. lower income earners, elderly, people with disability, high income earners), government intervention or government size, and by political party (e.g. Democrat vs Republican and Labour vs. Conservative). Re selection of media for this term paper, please see below the sub-section on *Media to Choose*.
- B. Left-right meaning in academe: Analogous to the preceding topic, this research option would gauge the same kind of matters while focusing on
 - text books and academic books on public and social policy, public opinion, society, and elections and voting and/or depending on the size of your research team
 - academic periodicals in political science or top periodicals in political science and the classic social sciences (economics, sociology, psychology).
- C. China: Media coverage of the surveillance, dictatorial, violent, trade, intellectual property theft, espionage, and/or other anti-democratic practices of China's dictatorship. This is a vital theme because China's regime is a major threat to democracy. (That people of

Chinese origin are far from a threat is evidenced by the virtual absence of support for anti-democratic practices among North Americans of Chinese descent.) The number of media, the media you choose, the dates you select for your content analysis, and your other decisions would depend on the size of your research team. Re selection of media for this term paper, please see below the sub-section on *Media to Choose*. Your proposal should ideally provide a draft codebook, enumerating the events or aspects of fraudulent Chinese political/economic life that should have been reported.

- D. China: Political science textbooks and political trade books (e.g. Chang) analogous to preceding theme.
- E. China and its debt: The accuracy of media coverage of the true state of China's economy and its debt. The University of Chicago's Economics Professor Martinez has used satellite photos of night time light to predict GDP and GDP growth. He found that light was an accurate predictor in democracies, but not in dictatorships and even less so in totalitarian regimes. The initial part of the project would scour for academic and expert discussions of indicators of fraud in Chinese economic data. The subsequent focus would be on the extent to which the mass media cover the fraud, especially business newspapers like *Wall Street Journal*, the *Financial Times of London*, etc. etc. Your proposal should ideally provide a draft codebook, enumerating the events or aspects of fraudulent Chinese economic life that should have been reported.
- F. Debt in democratic countries: Media coverage of the magnitude of debt in democratic countries along with population aging and the decline of tax payors to pay for the high health, social services, and other costs of an elderly population. One initial part of the project would get data from the World Bank or another legitimate source and compare debt today with the past. Another initial part of the project would scour the economics or business literature for any writing on the threats to the welfare state of ever rising debt. The core project would then gauge what western media say about the situation using content analysis.
- G. Dictatorships: Media coverage of the surveillance, dictatorial, violent, oppressive and/or other anti-democratic practices of dictatorships. The number of media, the media you choose, the dates you select for your content analysis, and your other decisions would depend on the size of your team as well as guidance in the sub-section, below, on *Media to Choose*. Your proposal should ideally provide a draft codebook, enumerating the phenomena whose coverage you would look for as well as your target sample of dictatorships. It would be ideal to have sub-samples of dictatorships that trade with the west, those that do not, and Muslim dictatorships.
- H. Islamic and/or Islamist dictatorships: analogous to the preceding option but limited to Islamic and/or Islamist dictatorships.

Media to Choose

1. For any media-related paper, you should ideally choose at least one leftwing and one rightwing media organization in each country you choose. Please begin with English-speaking countries: Canada (GM, NP), the US (NYT and Fox), UK (Telegraph and Guardian), plus corresponding pairs in Australia, N.Z., India, Israel. Ireland, etc. If your team has a French, Italian, or German reader, please add a pair in each of these countries. Countries should be limited to democracies.

2. The bigger your team, the bigger or more numerous should be your choice of countries, media, and time periods. The more multilingual your team, the broader might be the selection of countries.

Length of Proposals and Papers

Proposals should be 2-5 pages long. Term papers should be 20-50 pages depending on (a) size of your research team and (b) volume of material content-analyzed for your paper and reported in tables/charts. Tables and charts may occupy more pages than writing. Longer papers may be needed when you are covering a wide range of countries, media, and/or literature.

For any given size of research team, the grade will be influenced by accuracy, clarity, comprehensiveness of topic, and comprehensiveness of media/literature selection but not necessarily by length of paper. Precise descriptions of how you collected the data could appear in an Appendix.

Weekly Topics and Readings

1. Jan. 10: Introduction and the Informational Context. Course Term Paper

- What students can do or think about to prepare.
- Read syllabus carefully and begin Miljan, chapter 1.
- Overview in class of course activities including proposals, term papers, teams, tests, TA groups, readings, deadlines, grade raisers, Professor Winn, and cuLearn.
- Concept of the *Black Swan*.

2. Jan. 17: Theories of Human Nature and Hence of Public Policy plus Context.

- Complete Miljan, ch. 1 and read chs. 2-3
- Mini-lecture on preceding plus view of human nature by Daniel Kahneman and Nassim Taleb

3. Jan. 24: Agenda Setting, Policy Implementation, and Evaluation

- Read Miljan, chs. 4-6.
- Media and University cultures.

4. Jan. 31: Macro-Economic Policy, Taxation, Spending, the Depression

- Miljan, chapter 6-7.
- <http://walterewilliams.com/miscellaneous/GreatMythsOfTheGreatDepression.pdf>
- <http://www.heritage.org/Index/> and <http://www.freetheworld.com/papers.html>. Padovano, Fabio and Galli, Emma, Tax Rates and Economic Growth in the OECD Countries. Economic Inquiry, Vol. 39, No. 1, January 2001. Available at SSRN: <http://ssrn.com/abstract=253086>
- John H. Cochrane, "Fiscal Stimulus RIP" at https://faculty.chicagobooth.edu/john.cochrane/research/papers/stimulus_rip.html
- <https://fee.org/resources/great-myths-of-the-great-depression/>

5. Feb. 7: Social Policy 1

- Miljan, chapter 8
- <http://www.edsc.gc.ca/eng/disability/savings/index.shtml>

6. Feb. 14: Social Policy 2

- <http://www.wsj.com/articles/SB10001424052748704881304576094221050061598> interview with Walter Williams

- http://www.americanthinker.com/articles/2014/03/the_decline_of_the_africanamerican_family.html based on evidence from Thomas Sowell. See also his <http://www.nationalreview.com/article/417899/it-isnt-legacy-slavery-caused-social-breakdown-ghetto-communities-thomas-sowell> 7 and his <http://www.nationalreview.com/article/392842/legacy-liberalism-thomas-sowell>
- Skim either Thomas Sowell, *Black Rednecks and White Liberals* or his *Intellectuals and Race*.

Feb. 28: Health Policy

- Miljan, chapter 9
- <http://www.city-journal.org/html/ugly-truth-about-canadian-health-care-13032.html>

7. Mar. 6: Canada as Budget Leader -1

- Crowley, Clemens, and Vieldhuis (henceforth, "Crowley"), Part I

9. Mar. 13: Canada as Budget Leader -1

- Crowley, Part II

11. Mar. 20: U.S. Falling Behind

- Crowley, Part III
- Also Part IV
- 12. Nov 24: Family Policy and Intro to Aboriginal Policy
- Miljan Chapter 9 on Family Policy
- Skim Calvin Helin, *The Economic Dependency Trap: Breaking Free to Self-Reliance* (on reserve)

11. Mar. 27: Family Policy and Aboriginal Policy

- Miljan, Chapter 10-11
- Skim Calvin Helin, *The Economic Dependency Trap: Breaking Free to Self-Reliance* (on reserve)

12. April 3: Environmental Policy

- Read Miljan Chapter 11 and skim the following:
- <http://www.forbes.com/sites/warrenmeyer/2010/11/24/the-epas-electric-vehicle-mileage-fraud/#62f68bfc2aa2>
- <http://www.businessinsider.com/the-ten-most-important-climate-change-skeptics-2009-7> and Bjørn Lomborg, ed., *The Nobel Laureates Guide to the Smartest Targets for the World 2016-2030* (Copenhagen: Copenhagen Consensus Centre, 2015) on reserve.
- <https://www.technologyreview.com/s/403256/global-warming-bombshell/Paperback> – April 20, 2015.

Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and 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: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience.

Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

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

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

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

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

Submission and Return of Term Work

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

Grading

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

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

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

Official Course Outline

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