



Political Management

POLM 5008 Ethics in Political Management Canada

2025 Winter Term

Course Description

An examination of the ethical principles and ethical codes that should guide activities and professional relationships of individuals working in the political system.

Readings

See list for each seminar, under the heading Seminar Plan, below.

Evaluation

Students will be evaluated based on three assignments, one online summative quiz, and an online final exam.

The summative quiz will be administered **online via Brightspace** during the fourth week. Each student will be free to choose a 30-minute window in which to write the quiz, between 8:00 a.m., Monday, January 27 and 6:00 p.m., Friday, January 31. The quiz will be worth 20% of the final mark. It will cover content (including the readings) from Seminars 1-3. Quiz questions are confidential until all students in both sections have taken the quiz. Students must not disclose or share the quiz's content until everyone has written it, and they must not seek to access quiz content in advance of writing it. See Carleton's Academic Integrity Policy, in particular section VI.8 and section VI.12: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

The online, final examination, conducted **online via Brightspace**, will be worth 40% of the final mark. It will cover content from the entire course. Each student will be free to choose a three-hour window in which to write the exam between 8:00 a.m., Saturday, February 22, and 6:00 p.m., Sunday, February 23, or between 8:00 a.m., Saturday, March 1, and 6:00 p.m., Sunday, March 2. (These dates are the official exam period set by the university.) Examination questions are confidential until all students in both sections have completed the exam. Students must not disclose or share exam content until everyone has written the exam, and they must not seek access to exam content prior to writing it. See Carleton's Academic Integrity Policy, in particular section VI.8 and section VI.12: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

The three assignments will be worth 15%, 10% and 15%, for a total of 40% of the final mark.

Assignment #1 (Nolan Principles) (15%):

Distributed by Jan. 7/8

Due by start of Seminar 3 (Jan. 21/22)

Assignment #2 (Whistleblowing/Transparency) (10%):

Distributed by Jan. 14/15

Due by start of Seminar 5 (Feb. 4/5)

Assignment #3 (Hypocrisy, morality, and the Rule of law) (15%):

Distributed by Jan. 21/22

Due by start of Seminar 6 (Feb 11/12)

For convenience and transparency, assignments, the quiz, and the exam will be marked on scales that match their contributions to the final mark. Each assignment will be marked on a scale of 0-15 or 0-10, depending on the value, the summative quiz will be marked on a 0-20 scale, and the final exam will be marked on a 0-40 scale.

Late assignments will be subject to penalty assessed as follows:

- The assignment will lose one-fifth of the mark for each 24-hour interval, or fraction thereof, that it is late.
 - Section A: If an assignment due Wednesday at 8:35 a.m. is received after 8:35 a.m. Wednesday but before 8:35 a.m. Thursday, then the mark will be reduced by one-fifth. If the assignment is received after 8:35 a.m. Thursday but before 8:35 a.m. Friday, then the mark will be reduced by two-fifths, and so on. If the assignment is not received by 8:35 a.m. Sunday, then the mark will be zero.
 - Section B: If an assignment due Tuesday at 6:05 p.m. is received after 6:05 p.m. Tuesday but before 6:05 p.m. Wednesday, then the mark will be reduced by one-fifth. If the assignment is received after 6:05 p.m. Wednesday but before 6:05 p.m. Thursday, then the mark will be reduced by two-fifths, and so on. If the assignment is not received by 6:05 p.m. Saturday, then the mark will be zero.

We will use Brightspace for both the distribution of assignments and the submission of completed assignments.

Despite the weighting described above, completion of all three assignments, the summative quiz, and the final exam is required for successful completion of the course. In other words, the three assignments must be submitted and the quiz and the exam must be written in order to receive a passing grade.

Assignments (including anonymity)

Assignments are graded with the student names invisible at the time of grading. To preserve anonymity, only the student number and not the student's name should appear on each assignment. Please include the student number on the front page and each subsequent page of the assignment. **The name should not appear anywhere on the assignment – and not in the**

file name. Assignments will be uploaded to Brightspace (or, in the event of technical challenge, emailed). The digital file (Word or pdf) should not include the student's name in the file name but should include at least the last five digits of the student number in the file name.

After receiving the grade for an assignment, a student has the option to revise and then resubmit the assignment for re-grading. The revised assignment must be resubmitted within one week after the graded assignment is returned. It is always possible that the grade of the resubmitted assignment (before any penalty) will be the same as, or lower than, the original grade. Each assignment may be resubmitted only once, but a student may choose to revise and resubmit a subsequent original assignment. The first time that a student resubmits an assignment, the resubmission will be graded without penalty. If a student chooses to resubmit on a second occasion, then the second resubmission will be subject to a 10% penalty (that is, the revised assignment will be graded and then the mark multiplied by 0.9). Should a student choose to resubmit on a third occasion then each resubmission will be subject to a 20% penalty (that is, the revised assignment will be graded and then the mark multiplied by 0.8).

It is understood that, given the nature of resubmission, it will be impossible to separate knowledge of the student's identity from the revision being regraded.

Seminar Protocol

Students may use laptops, personal data assistants, smart phones and other devices to take notes, non-disruptively, in seminar. Students may not use technology to make a video, audio or photographic record of any part of the seminar, or to broadcast any part of the seminar content.

Exception: Recording when guest speakers participate: Because the course is presented in two sections, we will (with the guest speaker's) permission, record a guest speaker's presentation to one section and make the recording accessible to students in both sections. In this case, students will be notified in advance and may choose how to participate accordingly. See next section. (Recording is subject to the technical capabilities of the room in which we meet.)

Guest Speakers

Guest presentations furnish content that may appear on the final exam. (No guest presentations will be covered on the quiz.)

Three guest speakers will present to the class and take questions.

Each of the first two presentations will be recorded and made available to all students. Students in the other section (that is, the section that did not receive the live presentation) are required to view and listen to the recording.

Chatham House Rule

To encourage the free and frank exchange of opinions and ideas, the instructor requests that students respect the Chatham House Rule in class.

The Rule reads as follows:

“When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.”

“Chatham House Rule.” Retrieved from Chatham House: The Royal Institute for International Affairs, London, <https://www.chathamhouse.org/about-us/chatham-house-rule>

An exception to this rule may be if guest speakers are recorded (as noted above). In this case, students will be notified in advance and may choose how to participate accordingly.

Seminar Plan

(Seminar 1) Introduction to ethics / The Nolan Principles / Ethics in political communication

(Seminar 2) Attempts to regulate ethical conduct, including codes, rules and enforcement

(Seminar 3) Private-sector dealings with government and politicians / Regulation of lobbying

(Seminar 4) Conflict of interest / Abuse of office
Finckenstein, Conflict of Interest and Ethics Commissioner
30-minute quiz to be taken online at your convenience during the week.

(Seminar 5) Openness and transparency / Respectful treatment / Whistleblowing

(Seminar 6) Political ethics and the Rule of law

Feb. 17 to Feb. 21 Winter Break

Feb. 22-23, March 1-2 **Final exam: Each student will choose a 3-hour block during the exam period set by the university**

This plan is only a guide. We will depart from the seminar plan slightly when discussion of some topics takes longer than a full class. In anticipation of this, topics requiring more discussion tend to be followed by topics requiring less discussion. Nevertheless, there will be occasions when we begin our weekly seminar with a wrap-up of content from the previous week. This will not be the result of a mistake; it simply reflects that fact that not every topic requires precisely 170 minutes of seminar time. Changes to the order might also result from the availability of guest presenters.

Details of Seminar Topics, Content and Advance Reading

Seminar 1: Introduction to ethics / The Nolan Principles / Ethics in political communication

Structure of course. Expectations. What are ethics? “The Nolan Principles.” Hypocrisy, honesty, and fairness. Mutual toleration. Ethics in political communication.

Readings:

- Velasquez, M. et al. (2010, January 1). What is ethics? Retrieved from Markkula Center for Applied Ethics, <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/>
- The Committee on Standards in Public Life. (1995, May 31) The Seven Principles of Public Life. Retrieved from Government of the United Kingdom, <https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2>
- The Committee on Standards in Public Life. (2014, Jan.) Public Ethics and Political Judgment. Online, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/336977/2902536_CSPL_PublicPoliticalEthics_acc.pdf
- Guy S. Goodwin-Gill, G.S. (1998). Codes of conduct for elections: A study prepared for the Inter-Parliamentary Union. Online, http://archive.ipu.org/pdf/publications/codes_e.pdf
 - Read section 2.4, “Elections and fair campaign practices” (pp. 43-52)
- DeCosse, D. (2019, Dec. 5). The Dangers of Political Lies. Retrieved from Markkula Center for Applied Ethics, <https://www.scu.edu/ethics-spotlight/social-media-and-democracy/the-dangers-of-political-lies/>
- DeCosse, D. (2017, March 23). Lies and damn lies: The use of speech or symbol to represent as true what one knows to be false. Retrieved from Markkula Center for Applied Ethics, <https://www.scu.edu/ethics/all-about-ethics/lies-and-damn-lies/>
- Runciman, D. (2008). Political hypocrisy: The mask of power, from Hobbes to Orwell and beyond. Princeton University Press. (Introduction, pp. 1-15) <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/reader.action?docID=457900> **[also to be made available through Ares]**
- Shklar, J. (1979). Let Us Not Be Hypocritical. *Daedalus*, 108(3), 1–25. <http://www.jstor.org/stable/20024618> **[also to be made available through Ares]**
- Wainscott, K.F. Instructions not included: The limited function of laws, norms, and political incentives in political communication ethics, Chapter 11 (pp. 167-178) in Loge,

P. (2021). Political communication ethics: Theory and practice. Rowman & Littlefield Publishers. **[to be made available through Ares]**

- Westen, D. (2007). *The political brain: The role of emotion in deciding the fate of the nation*. New York: PublicAffairs. Chapter 13, Positively negative (pp. 317-347). **[to be made available through Ares]**
- Lakoff, G., and Ferguson, S. (2006, June 12). Framing versus spin: Rockridge as opposed to Luntz. The Rockridge Institute. **[posted on Brightspace]**
- *Re Maika*, 2018 ONMIC 11 (CanLII). Online, <https://canlii.ca/t/hzz6k>.
 - Read paragraphs 1-18, 121-144.

Background:

- Entman, R.M. (1993). Framing: Towards clarification of a fractured paradigm. *Journal of Communications* 43(4), pp. 51- 58. Retrieved from https://www.attorneygeneral.jus.gov.on.ca/inquiries/cornwall/en/hearings/exhibits/Mary_Lynn_Young/pdf/05_Entman.pdf

Seminar 2: Attempts to regulate ethical conduct, including codes, rules and enforcement

Can ethical conduct be regulated? Legislation, standards and codes. The rules-based and principles-based (or conduct-based and ethics-based) approaches. Enforcement issues. Maintaining cultures of ethics and compliance.

Readings:

- Atkinson, M. (2011, Fall). Discrepancies in Perceptions of Corruption, or Why Is Canada So Corrupt? *Political Science Quarterly* 126 (3): 445-464. Available online through MacOdrum Library, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_proquest_journals_902754286 **[also to be made available through Ares]**
- Bagg, S., & Tranvik, I. (2019). An Adversarial Ethics for Campaigns and Elections. *Perspectives on Politics*, 17(4), 973-987. Available online through MacOdrum Library, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_proquest_journals_2607243417 **[also to be made available through Ares]**
- Thomas, P. D. (2014, Dec.) A code of ethics or code of conduct for political parties as a potential tool to strengthen electoral democracy in Canada: A discussion paper on the advantages and disadvantages of a code. Retrieved from Elections Canada, <https://www.elections.ca/content.aspx?section=res&dir=rec/tech/cod&document=index&lang=e>

- Van den Brande, T. (2021, Aug. 3). Rules-based versus principles-based regulation – is there a clear front-runner? Retrieved from Ofcom, <https://www.ofcom.org.uk/news-centre/2021/rules-versus-principles-based-regulation>
- Loeb, H. (2016, May 4). Principles-based regulation and compliance: A framework for sustainable integrity. Retrieved from HuffPost Contributor, https://www.huffpost.com/entry/principlesbased-regulation_b_7204110
- Canada, Treasury Board Secretariat. (2011, Dec. 15). Values and ethics code for the public sector. Online, <https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=25049>
- Canada, Privy Council Office. (2015, Nov. 27). Code of Conduct for Ministerial Exempt Staff, Annex I of Open and Accountable Government. Online, https://pm.gc.ca/en/news/backgrounders/2015/11/27/open-and-accountable-government#Code_of_Conduct
- Giorno, G. (2013, October 9.) Corporate Accountability: Five Keys to Your Anti-Corruption Effort. Retrieved from Fasken, <https://www.fasken.com/en/knowledge/2013/10/corporatesocialresponsibilitylawbulletin-20131009>
- Canadian Bar Association (2013, Feb.). Statutory review of the *Conflict of Interest Act*. Online, <https://www.cba.org/CMSPages/GetFile.aspx?guid=cf436ed5-42bb-4f51-b563-5c94094caa64>
 - Read section X, Consequences of contravention (pp. 15-17).
- Bellamy, D.E. (2005). Toronto Computer Leasing Inquiry and Toronto External Contracts Inquiry, Report, Vol. 2 (Good Government) (pp. 31-33). Online, https://www.toronto.ca/ext/digital_comm/inquiry/inquiry_site/report/pdf/TCLI_TECI_Report_Good_Government.pdf
 - Read I.I.E, Codes of Conduct: General Principles
- *Newman v. Brown*, 2021 ONMIC 11 (CanLII). Online, <https://canlii.ca/t/jjj67>
 - Read paras. 55-59
- *Re Partner*, 2018 ONMIC 16 (CanLII). Online, <https://canlii.ca/t/hzz6f>
 - Read Preliminary issue (paras. 26-33)
- *Re Villeneuve* (2020, Jan. 6), Report of Township of North Stormont Integrity Commissioner Fleming. Online, <https://www.northstormont.ca/sites/northstormont.ca/files/2021-03/Code-of-Conduct-Complaint-Report-of-Integrity-Commissioner-Received-Jan-14th-2020.pdf>
 - Read paras. 0025-0045 (pp. 12-18)
- *Re Brown and Cassidy* (2016, June 21), City of London Integrity Commissioner Stewart. Online, <https://pub-london.escribemeetings.com/filestream.ashx?DocumentId=25800>

Background:

- Tait, J. et al. A Strong Foundation: Report of the Task Force on Public Service Values and Ethics (1996, Dec.). Canadian Centre for Management Development. Online, <https://publications.gc.ca/collections/Collection/SC94-72-1996E.pdf>

Seminar 3: Private-sector dealings with government and politicians / Regulation of lobbying

Lobbyist registration. Lobbyists' conduct. "Cash for access" and "Pay to play." Revolving doors. Gifts and hospitality.

Assignment #1 due.

Readings:

- Canada, Privy Council Office. (2015, Nov. 27). Fundraising and dealing with lobbyists: Best practices for Ministers and Parliamentary Secretaries, Annex B of Open and Accountable Government. Online, <https://pm.gc.ca/en/news/backgrounders/2015/11/27/open-and-accountable-government#Lobbyists>
- Canada, Office of the Commissioner of Lobbying. (2024, November 20). Lobbying at the federal level – At a glance. Online, <https://lobbycanada.gc.ca/en/rules/lobbying-at-the-federal-level-at-a-glance/>
- Code of Conduct for Lobbyists, C.Q.L.R. c. T-11.011, r. 2. Online, <http://legisquebec.gouv.qc.ca/en/document/cr/T-11.011,%20r.%202>
- Ontario, Office of the Integrity Commissioner. (2020, June 1.) Interpretation Bulletin #11: What is a conflict of interest and how does it affect my lobbying? Online, <http://www.oico.on.ca/home/lobbyists-registration/interpretation-bulletins/what-is-a-conflict-of-interest-and-how-does-it-affect-my-lobbying->
 - Read the section below the heading "Conflict of interest and political activity by lobbyists," including Example 3
- Norton, L.H. et al. (2019, Sept. 24). Pay-to-play laws remain in the spotlight: Government contract eligibility hinges on awareness and compliance. Political law briefing. Retrieved from Venable LLP, <https://www.politicallawbriefing.com/2019/09/pay-to-play-laws-remain-in-the-spotlight-government-contract-eligibility-hinges-on-awareness-and-compliance/>
- Giorno, G. (2013). It takes two to lobby: Seven ways politicians and government can improve lobbying transparency. *Influencing B.C.* 3(3), 2-6. Retrieved from Office of the Registrar of Lobbyists (British Columbia), <https://www.lobbyistsregistrar.bc.ca/handlers/DocumentHandler.ashx?DocumentID=98> **[also posted on Brightspace]**

- Ontario, Office of the Integrity Commissioner. (2022). Guidance on the gift rule. Online, <https://www.oico.on.ca/en/ministers-staff-guidance-on-the-gift-rule>

Seminar 4: Conflict of Interest / Abuse of office

Conflict of interest. Pecuniary interest. Are political interests private interests? Abuse of office. Case study: Hazel McCallion.

Online quiz via Brightspace (choose a 30-minute window between 8 a.m. Monday and 6 p.m. Friday).

Readings:

- *L'Abbé v. Blind River (Village)* (1904), 7 O.L.R. 230 (Div. Ct.) [**posted on Brightspace**]
- Cunningham, J.D. (2011). Report of the Mississauga Judicial Inquiry: Updating the ethical infrastructure. Online, https://web.archive.org/web/20220302120834/https://mississaugainquiry.ca/report/pdf/MJI_Report_Phase_II.pdf
 - Read: Chapter 5, Factual background (pp. 71-73); Chapter 6, The mayor's role in the WCD project (pp. 82-95); Chapter 12, Conflict of interest (pp. 146-150); Chapter 13, Appropriate action given conflict of interest (pp. 151-154).
- Bellamy, D.E. (2005). Toronto Computer Leasing Inquiry and Toronto External Contracts Inquiry, Report, Vol. 2 (Good Government) (pp. 38-43). Online, https://www.toronto.ca/ext/digital_comm/inquiry/inquiry_site/report/pdf/TCLI_TECI_Report_Good_Government.pdf
 - Read II.J (Conflict of Interest and Apparent Conflict of Interest)
- *Gregory v. Kerr*, 2021 ONMIC 2 (CanLII). Online, <https://canlii.ca/t/jdwnv>
- *Re Volpé* (2001), New Brunswick Conflict of Interest Commissioner Stratton. Online, <https://oic-bci.ca/wp-content/uploads/2018/11/PDF-New-Brunswick-Conflict-of-Interest-Commissioner-Investigation-2001.pdf>
- *Re Okalik* (2009), Nunavut Integrity Commissioner Pickell. Online https://integritycom.nu.ca/sites/integritycom.nu.ca/files/Okalik_Report_En.pdf.pdf
- *The Cheques Report, Made Under the Conflict of Interest Code for Members of the House of Commons* (2010), Conflict of Interest and Ethics Commissioner Dawson. Online, <https://ciec-ccie.parl.gc.ca/en/publications/Documents/InvestigationReports/The%20Cheques%20Report%20-%20Code.pdf>
- Hutchison, C. (2019, June 26). The cat and mouse game of Alberta's ethics investigations. Retrieved from Slaw, <http://www.slaw.ca/2019/06/26/the-cat-and-mouse-game-of-albertas-ethics-investigations/>

Background:

- *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M.50. Online, <https://www.ontario.ca/laws/statute/90m50>
 - Read ss. 1-5, 9.
- Organisation for Economic Co-operation and Development. (2005). *Managing conflict of interest in the public sector: A toolkit*. Online, https://www.oecd.org/content/dam/oecd/en/publications/reports/2005/08/managing-conflict-of-interest-in-the-public-sector_g1gh5807/9789264018242-en.pdf
 - Read pp. 13-21.

Seminar 5: Openness and transparency / Whistleblowing / Respectful treatment

Openness and transparency. Open/closed meetings. Whistleblowing and reprisals. Respectful treatment. Case studies: Colin Thatcher, harassment in Australian parliamentary workplaces

Assignment #2 due

Readings:

- Brandeis, L.D. (1913, Dec. 20). What publicity can do. *Harper's Weekly*, Vol. 58, No. 2974, pp. 10-13. Online, https://www.sechistorical.org/collection/papers/1910/1913_12_20_What_Publicity_Ca.pdf
 - Read the introductory paragraph (p 10), and the sections “Publicity as a remedy” (p. 12), “Real disclosure” (p. 12), and “Disclose syndicate particulars” (pp. 12-13)
- Ramsay, M. Democratic dirty hands. Chapter 2 (pp. 27-42) of Cliffe, L., et al. (2000). *The politics of lying: Implications for democracy*. **[to be made available through Ares]**
- Ontario, Ombudsman. (2024). *Open meetings: Guide for municipalities: Information and best practices*. 6th ed. Online, <https://www.ombudsman.on.ca/Media/ombudsman/ombudsman/Documents/Open-Meetings-Guide-for-Municipalities-accessible.pdf>
 - Read pp. 4-12, 17-18.
- *Debates and Proceedings of the Legislative Assembly of Saskatchewan*, 3rd Session, 20th Legislature, 64th day (November 22, 1984). Online, <https://docs.legassembly.sk.ca/legdocs/Legislative%20Assembly/Hansard/20L3S/841122/Debates.pdf>
 - Read entire section under heading “Resignation from Cabinet” (pp. 3489-3493)
 - You may also watch and listen to the video recording, from 11:51 to 33:20; see “VIDEO ARCHIVE” link at bottom of this page: <https://www.legassembly.sk.ca/legislative-business/calendar?date=1984-11-22>

- Australian Human Rights Commission. (2021, Nov. 30). Set the standard: Report on the Independent Review into Commonwealth Parliamentary Workplaces. Online, <https://humanrights.gov.au/set-standard-2021>
 - Read pp. 12-18, and pp. 125-129
- Rocca, R. (2022, Feb. 3). Mississauga mayor addresses allegations councillor ‘repeatedly vandalized’ another councillor’s car. Global News. Online, <https://globalnews.ca/news/8592370/mississauga-mayor-addresses-councillor-vandalism-allegations/>
- Cornwell, S. (2022, Feb. 24). Integrity commissioner calls handling of Mississauga councillor’s keying allegations ‘embarrassing.’ *Mississauga News*. Online, https://www.mississauga.com/news/council/integrity-commissioner-calls-handling-of-mississauga-councillor-s-keying-allegations-embarrassing/article_a04ea515-9a97-5c21-8a54-250d920d904c.html?
- Pinon, M. (2021, Dec. 7). Conservative Leader asks for review of allegations against Lakeland MP Shannon Stubbs. Vegreville News Advertiser. Online, <https://www.newsadvertiser.com/conservative-leader-asks-for-review-of-allegations-against-lakeland-mp-shannon-stubbs/>
- Standards of Conduct for Political Staff Regulation, Schedule, B.C. Reg. 25/2022. Retrieved from CanLII, <https://canlii.ca/t/8t18>

Seminar 6: Political ethics and the Rule of law

The rule of law. Forbearance and mutual tolerance. Abuse of power. Parliamentary privilege and the exercise of restraint. Interference with law enforcement. Case studies: “Children Overboard,” interference with Access to Information, the MacGuigan Committee and Bernard Evans.

Assignment #3 due

Readings:

- British Columbia. Provincial Court of British Columbia. (undated). The Rule of Law and why it matters Online, <https://provinciacourt.bc.ca/about-court/court-independence-judicial-education/judicial-independence/rule-law-and-why-it-matters>
- Levitsky, S., & Ziblatt, D. (2019). How democracies die. Penguin Books. Chapter 9, Saving democracy (pp. 204-231). **[to be made available through Ares]**

- House of Commons Journal Volume 8: (December 5, 1666), in Journal of the House of Commons: Volume 8, 1660-1667 (London, 1802), p. 658. Online, <https://www.british-history.ac.uk/commons-jrnl/vol8/p658>
 - Read under the heading, “Privilege.”
- Winn, C.W.W. (1810). Argument upon the jurisdiction of the House of Commons to commit in cases of breach of privilege. Cox, Son, and Baylis. Retrieved from Google Books (free e-book), https://books.google.ca/books?id=sk9CAQAAMAAJ&pg=PA9&source=gbs_toc_r&cad=3#v=onepage&q&f=false
 - Read pp. 10-21.
- Burnett, I.D. (2019, April 9). Parliamentary privilege: Liberty and due limitation. Online, <https://www.judiciary.uk/wp-content/uploads/2019/04/20190405-Parliamentary-Privilege-for-publication-2.pdf>
 - Read pp. 11-20, paras. 18-39.
- Senate Standing Committee on Rules, Procedures, and the Rights of Parliament. (2015, June). A matter of privilege: A discussion paper on Canadian parliamentary privilege in the 21st century. Retrieved from Senate of Canada, <https://sencanada.ca/content/sen/Committee/412/rprd/rep/rep07jun15-e.pdf>
 - Read III.D.2, Procedural fairness: Disciplining non-parliamentarians (pp. 60-64) and III.D.3, Observations of the Rules Committee to adapt the disciplinary powers of the Senate and House of Commons to contemporary norms (pp. 64-67)
- Doody, P. K. (2011). “Should Persons Affected by Parliamentary Committees be Treated Fairly?” *Journal of Parliamentary and Political Law* 4 (2011): 263-274. **[to be made available through Ares]**
- MacGuigan, M., Chairman. The Sub-Committee on the Penitentiary System in Canada. (1977). Report to Parliament. House of Commons, 30th Parliament, 2nd Session. **[posted on Brightspace]**
 - Read p. 30, paras. 164-166.
- *An Ordinance against unlicensed or scandalous Pamphlets, and and [sic] for the better Regulating of Printing* (1647), in *Acts and Ordinances of the Interregnum, 1642-1660*. Ed. C H Firth, R S Rait (London, 1911), *British History Online*, <https://www.british-history.ac.uk/no-series/acts-ordinances-interregnum/pp1021-1023>
- Michelle Ferreri, MP, post on X (2024, September 26). <https://x.com/mferreriptbokaw/status/1839435569207935184>
- Michelle Ferreri, MP, post on Facebook (2024, September 26). <https://www.facebook.com/reel/1217910865996862>

- House of Commons, Standing Committee on Access to Information, Privacy and Ethics, 44th Parliament, 1st Session, Evidence, Meeting No. 133 (2024, October 10).
<https://www.ourcommons.ca/DocumentViewer/en/44-1/ETHI/meeting-133/evidence>
 - Read questioning of Richard Gray, Vice-President, CTV News.
- Legault, S. (2011, March 11). Interference with access to information: Part 1: A special report to Parliament. Retrieved from Office of the Information Commissioner of Canada, <https://www.oic-ci.gc.ca/en/resources/reports-publications/interference-access-information-part-1#3>
- Tiernan, A. (2004, Nov.) Ministerial staff under the Howard government: Problem, solution or black hole? Retrieved from Griffith University, <https://research-repository.griffith.edu.au/bitstream/handle/10072/367746/02Whole.pdf?sequence=1>
 - Read Chapter 8, System failure: The Children Overboard affair (pp. 206-247).
- *Gobin v. Nicholson*, 2020 ONMIC 13 (CanLII). Online, <https://canlii.ca/t/jcx26>
 - Read paras. 8-25, 60-104.

Inclusion on the reading list does not imply endorsement of the content or of any conduct, policy or position described therein. The readings are intended to help students form their own individual judgements about ethics in political management.

Academic Accommodations

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

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 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: Please 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. 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, contact your PMC coordinator to send me your Letter of Accommodation 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). 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 where 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Oral Examination

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Campus Email Accounts

The Faculty of Public Affairs strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Campus email system. See <http://students.carleton.ca/> for instructions on how to set up your account.

Because the Carleton email system is the official means of distributing information at the university, please use your official Carleton email address for course-related correspondence.

Expectations for Written Assignments

All assignments will be marked not only for content but for presentation. A paper must address the specific assignment and demonstrate command of the facts and sources as well as present analysis and advance an argument which shows an understanding of political management, but good ideas are not sufficient. Ideas and arguments must be conveyed through writing that is direct, unambiguous and free from errors in grammar, punctuation, spelling and syntax.

References and Citation: Proper use of references and citations is a foundation of academic work, and essential to avoid pitfalls such as plagiarism (see below). You may choose which style you use for references and citations (*e.g.*, footnotes or endnotes with bibliography; name and date citation in text plus list of references) so long as you use the style correctly and consistently.

Academic Integrity, including Plagiarism

Students are expected to demonstrate honest and ethical work, and to avoid all forms of academic dishonesty, of which plagiarism is perhaps the best-known example. Plagiarism is a serious offence. Penalties can include being awarded a failing grade on the assignment, failure in the course and/or removal from the program.

The University Academic Integrity Policy defines plagiarism as **“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”** This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams,

constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- Using another's data or research findings without appropriate acknowledgement
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- Failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Students are urged to be careful when paraphrasing and to ensure that:

- Ideas are expressed in each student's own words and do not too closely follow the source
- The original author is given credit in a reference for the original author's ideas

If the original author's exact words are used, then the passage must be placed in quotation marks and given proper attribution.

If you have any doubt about quotations and paraphrasing, please consult a respectable style guide or discuss with me.

If you have any questions at all about proper citation or use of sources, I urge you to discuss with me.

The full Academic Integrity Policy may be found at:

<http://carleton.ca/senate/wpcontent/uploads/Academic-Integrity-Policy1.pdf>

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.

Collaboration: Except in the case of assignments where it is expressly stated that students may work in pairs, and then only to the extent of cooperation between two paired students, collaboration is prohibited. Each completed assignment, quiz and exam must be based on own work (of the individual or, where expressly permitted, of the pair) that is conducted independently and without collaboration.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, *etc.*, by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.