**POLM 5005**

**FOUNDATIONS OF POLITICAL MANAGEMENT (I)**

**FALL SEMESTER, 2014**

Instructor: R. Paul Wilson

Time: Mondays, 2:35 to 5:25 pm

Room: River Building 2420-R (Mezzanine level)

Office Hours: Mondays 11:30 am to 2 pm and by appointment. Other times TBD

**Course Description**

POLM 5005 examines the theory and practice of political management in Canada, ranging from ethical behaviour to relations between political staff and public servants, political parties, parliament, caucus, cabinet and the public.

**Readings and Required Books:**

Class readings will be drawn from a range of source materials. Some will be publicly available on the internet. For convenience, the instructor has attempted to provide working links to these in the syllabus; however, it remains the student's responsibility to find the material. Readings from academic journals are available to students electronically via the Carleton Library, as well as, occasionally, book chapters. When permitted under the Carleton University Fair Dealing Policy, the instructor will sometimes provide PDF copies of readings, either directly by email or posted on CU Learn.

The instructor recommends that students purchase the following books, from which substantial readings will be assigned. Copies have been ordered from the Carleton University Bookstore (first floor of the University Centre):

Eddie Goldenberg (2006). *The Way it Works: Inside Ottawa*. Toronto: McClelland and Stewart.

Arthur Kroeger (2009). *Retiring the Crow Rate: A Narrative of Political Management*. Edmonton: University of Alberta Press.

David A. Good (2003). *The Politics of Public Management: the HRDC Audit of Grants and Contributions.* Toronto: University of Toronto Press.

Patrick Weller (2002). *Don't Tell the Prime Minister*. Melbourne: Scribe Publications.

**Course Goals**

The goals of the course are:

* To examine the theory and practice of political management in Canada, chiefly at the federal level (applicable to provinces) but also with reference to the municipal level.
* To understand the roles and goals of the main players on the political stage and how they interact practically: opposition; government; MPs; ministers; public servants; political staffers; journalists; lobbyists and advocates.
* To introduce students to the daily rhythm of a political office as well as the key roles and responsibilities of different individuals employed in them.
* To expose students to some of the essential accountability documents governing political actors, in particular the *Conflict of Interest Act*, *Lobbying Act*, *Access to Information Act*.
* To provide a framework for considering the ethical dimension of issues.
* To sharpen students' ability to provide political analysis, especially in writing.

**Class Schedule**

The schedule below provides relevant information meetings of POLM 5005, including date, topic and reading assignments.

It is the instructor's intention to follow this schedule. However, since the Political Management program is intended to engage with practical political affairs, the instructor may propose from time to time to adjust the schedule or content in order, for example, to take advantage of current affairs or to accommodate the availability of guest speakers. The instructor commits to consult with the class with respect to possible adjustments but maintains final discretion to make amendments.

September 8: Introduction: What is Political Management?

Review of the course syllabus: themes, readings, assignments, and expectations. A discussion of the nature and boundaries of political management in the context of Canadian "Westminster-style" responsible parliamentary government, including the geography and personnel of official Ottawa.

Readings:

* Dennis W. Johnson. 2009. "Introduction" in *Routledge Handbook of Political Management,* edited by Dennis W. Johnson. New York: Routledge, pp. xiii-xvi (handout).
* Paul Webb and Robin Kolodny. 2006. "Professional Staff in Political Parties" in *Handbook of Party Politics*, edited by Richard S. Katz and William Crotty. London: Sage Publications, pp. 337-347 (handout)

September 15: The Para-Political Bureaucracy: Political Staff in Opposition and Government

Guest speaker: Mr. Rick Pratshaw, Office of Claude Gravelle MP

This class provides an overview of political offices and the role of political staff in both opposition and government. Topics include: overview of the structure and purpose of the various offices (Minister/PMO/OLO/MP), customary staff roles and responsibilities; human resource management; financial management; proactive disclosure; security concerns, including electronic communications.

Readings:

* Ian Brodie. 2012. "In defence of political staff." *Canadian Parliamentary Review* 35(3):33-39.
* Eddie Goldenberg. 2007. *The Way it Works: Inside Ottawa*. Toronto: McClelland and Stewart. Please read pp. 1-96.
* Peter Aucoin. 2010. Canada. In Chris Eichbaum and Richard Shaw (Eds), *Partisan Appointees and Public Servants: an International Analysis of the Role of the Political Adviser*. (pp. 64-93). Cheltenham, UK: Edward Elgar. (handout)
* Privy Council Office*.* 2011. *Accountable Government: A Guide for Ministers and Ministers of State*. Ottawa: Her Majesty the Queen in Right of Canada. Read Annex E: pages 41-49. [www.pm.gc.ca/grfx/docs/guidemin\_e.pdf](http://www.pm.gc.ca/grfx/docs/guidemin_e.pdf)
* Treasury Board Secretariat. 2011. *Policies for Ministers' Offices*. Available at <http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/mg-ldm/2011/pgmo-pldcm-eng.asp>

September 22: Thinking about Ethics in Politics

Guest Speaker: Tom Jarmyn. See bio here <https://www.tenthousandcoffees.com/profile/tom-jarmyn> or here <http://www.newswire.ca/en/story/1376943/retired-naval-officer-appointed-as-deputy-chairperson-to-the-veterans-review-and-appeal-board>

A discussion of the main ethical traditions and consideration of ethics as applied to politics, especially through discussion of recent high profile cases.

Readings:

* Dean Geuras and Charles Garofalo (2005). Practical Ethics in Public Administration. 2nd edition. Vienna VA: Management Concepts. Chapter 3, "What is Ethics, Anyway?" pp. 43-69 (handout).

September 29: The Ten Thousand Commandments: Enforcing Ethics

"If men will not be governed by the Ten Commandments, they shall be governed by the ten thousand commandments." Quote attributed to G.K. Chesterton, The Speaker, 12/15/1900.

Guest speaker: Mr. Chris Montgomery, CAPP (formerly in the Office of the Government Leader in the Senate

Exploration of the rules concerning conflict of interest, accountability and post-employment which govern public office holders, including ministers and political staff.

Readings:

* *Conflict of Interest Act.* Available at: <http://laws-lois.justice.gc.ca/eng/acts/C-36.65/index.html>
* Conflict of Interest and Ethics Commissioner. 2013. *The Paradis Report*. 3rd December, pp. 1-28. <http://ciec-ccie.parl.gc.ca/Documents/English/Public%20Reports/Examination%20Reports/The%20Paradis%20Report%20-%203.pdf>
* ------. 2013. The Hill Report. 26th March, pp. 1-25. <http://ciec-ccie.parl.gc.ca/Documents/English/Public%20Reports/Examination%20Reports/The%20Hill%20Report.pdf>
* ------. 2010. The Raitt Report. 13th May, pp. 1-30. <http://ciec-ccie.parl.gc.ca/Documents/English/Public%20Reports/Examination%20Reports/The%20Raitt%20Report%20-%20Act.pdf>

October 6th: Access to Information

Origins and evolution of the *Access to Information Act*. Mechanics of the Act, including departmental compliance, ministerial delegation and implications for political staff.

Readings:

*Access to Information Act*. <http://laws-lois.justice.gc.ca/eng/acts/A-1/>. Please read sections 1-31, 67-69, schedule 1.

Info Commissioner of Canada. (2014). *Interference with Access to Information, Part 2: Special Report to Parliament.* April.. Please read pp. 1-43. <http://www.oic-ci.gc.ca/eng/ingerence-dans-acces-a-l%E2%80%99information-partie-2-interference-with-access-to-information-part-2.aspx>

Supreme Court of Canada, *Canada (Information Commissioner) v. Canada (Minister of National Defence)*, 2011 SCC 25. Please read paragraphs 1-30, 37-75. Available at <http://scc.lexum.org/en/2011/2011scc25/2011scc25.html>

October 13: Thanksgiving--NO CLASS

October 20: Managing Issues in the Age of the Permanent Campaign

Guest speaker: Dr. Bill Fox, former Press Secretary to Rt. Hon. Brian Mulroney

How do journalists approach political news, and what does this mean for politicians and political staffers? What is the "permanent campaign" and what are its consequences? How do journalists and politicians/political offices interact and what are they each trying to get out of their interactions?

Readings:

* David A. Dulio and Terri L. Towner. 2009. "The Permanent Campaign." In *Routledge Handbook of Political Management*. Edited by Dennis W. Johnson. New York: Routledge. pp. 83-97.
* David Taras and Christopher Waddell, eds. 2012. How Canadians Communicate IV: Media and Politics. Edmonton: AU Press. Note: a PDF copy may be downloaded free of charge from Athabasca UP at: <http://www.aupress.ca/index.php/books/120205>
	+ Elly Alboim, "On the Verge of Total Dysfunction: Government, Media, and Communications." pp. 45-53.
	+ David Taras and Christopher Waddell, " The 2011 Federal Election and the Transformation of Canadian Media and Politics." pp. 71-105.
	+ Tom Flanagan, "Political Communication and the Permanent Campaign." pp. 129-148.
* Read the Canadian Press story from June 7, 2010 on Message Event Proposals (MEP) at <http://www.cbc.ca/news/politics/story/2010/06/07/pmo-message-event-proposals.html> Then read the original MEPs, available at Kady O'Mally's blog from June 7, 2010: "From the CP Access to Info files: The Medium is the Message Event Proposal." <http://www.cbc.ca/newsblogs/politics/inside-politics-blog/2010/06/from-the-cp-access-to-info-files-the-medium-is-the-message-event-proposal.html>

October 27: Fall Break: NO CLASS

November 3rd: Case Study: "A Certain Maritime Incident"

A case study from Australia which demonstrates how the Prime Minister, Ministers, political staff and public servants all attempted to manage government communications in the face of real time events unfolding during the 2001 election campaign with respect to a political sensitive policy (admitting refugees).

Reading:

Patrick Weller (2002). *Don't Tell the Prime Minister*. Melbourne: Scribe Publications.

November 10: Managing Policy

Consideration of where "policy" comes from and how a minister and his/her office manages relations within Cabinet and with the public service and stakeholders with respect to policy development.

Readings:

* Goldenberg, *The Way it Works*, pp. 97-153, 271-308.
* Chris Eichbaum and Richard Shaw. (2007). Ministerial Advisers and the Politics of Policy-Making: Bureaucratic Permanence and Popular Control. *Australian Journal of Public Administration, 66*(4): 453-467. (on line via Library).
* Peter Aucoin. 2012. "New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk." *Governance: An International Journal of Policy, Administration and Institutions* 25(2):177-199.
* Maria Maley. 2011. "Strategic links in a cut-throat world: rethinking the role and relationships of Australian ministerial staff." *Public Administration* 89(4):1469-1488.

November 17: Case Study: Ending the Crow Rate

Using a detailed narrative by former Deputy Minister Arthur Kroeger, this class will examine the termination of the "Crow Rate" in the 1983 amendments to the *Western Grain Transportation Act* as a specific example of how a Minister, working with his department, Cabinet and stakeholders, diagnosed a policy problem, developed a policy response, and shepherded a bill through Cabinet to implementation.

Reading:

Arthur Kroeger (2009). *Retiring the Crow Rate; A Narrative of Political Management*. Edmonton: University of Alberta Press.

November 24: Managing Relations with Lobbyists and Other Stakeholders

The imperative and perils of dialogue with stakeholders outside of government such as think tanks, citizen's groups, NGOs, businesses, associations and consultant lobbyists. Why people lobby and what they hope to accomplish. Why political staff accept (or do not accept) meetings and what they hope to accomplish.

Account of the origins of Lobbying legislation in Canada, and a primer on current rules and best practices for ensuring compliance.

Readings:

* John Sawatsky, *The Insiders: Government, Business, and the Lobbyists*. McClelland and Stewart, 1987. Please read pp. 1-11, 35-51. (handout)
* *Lobbying Act*. <http://laws-lois.justice.gc.ca/eng/acts/L-12.4/>
* Commissioner of Lobbying, "Administering the *Lobbying Act*: Observations and Recommendations based on the Experience of the Last Five Years," Report presented to the House of Commons Standing Committee on Access to Information, Privacy and Ethics, March 23, 2011 (updated December 13, 2011) <http://ocl-cal.gc.ca/eic/site/012.nsf/eng/h_00436.html>
* Commissioner of Lobbying. Investigative Report: The Lobbying Activities of Keith Beardsley. June 2012. <http://ocl-cal.gc.ca/eic/site/012.nsf/eng/h_00619.html>

December 1: Political Management in the Legislature: the "Billion Dollar Boondoggle"

This class considers political management within the context of the House of Commons, using as a case study the controversy in 2000 over grants and contribution spending at the Department of Human Resources Development Canada (HRDC), and the approaches taken by the Liberal government to manage the crisis and by the opposition parties to expand it.

Reading:

* David A. Good. 2003. *The Politics of Public Management: The HRDC Audit of Grants and Contributions*. Toronto: University of Toronto Press. Please read pp. xiii-xviii, 3-25, 58-151, 180-212

December 8: Municipal Politics

Invited: His Worship Jim Watson, Mayor of the City of Ottawa (pending 27 October elections)

An introduction to political management at the municipal level, including structures of municipal governance and the role of mayors, council and staff.

* Ontario Ministry of Municipal Affairs and Housing. *2014 Candidates' Guide for Ontario Municipal and School Board Elections*. <http://www.mah.gov.on.ca/Page7112.aspx>
* Andrew Sancton. 1994. "Mayors as Political Leaders." In *Leaders and Leadership in Canada*, edited by Maureen Mancuso, Richard G. Price and Ronald Wagenberg. Toronto: Oxford University Press, 1994. pp. 174-189.
* David Siegel. 2009. "Ontario." In *Foundations of Governance: Municipal Government in Canada's Provinces*. Edited by Andrew Sancton and Robert Young. Toronto: University of Toronto Press. pp. 20-69.
* C. Richard Tindal, Susan Nobes Tindal, Kennedy Stewart and Patrick J. Smith. 2013. *Local Government in Canada*, 8th edition. Toronto: Nelson. Chapter 8: Municipal Governing Structures, pp. 285-325.

**Evaluation**

Students will be assessed on the following:

***Class Participation* Value: 10%**

The instructor will assess each student's participation with a view to substantive and consistent contribution to class discussion. Regularity of attendance, evidence of having read the assigned materials, quality and consistency of interventions will all be considered.

***Access to Information Memo DUE: Monday, October 20th, 2:35 pm Value: 25%***

You are the Director of Policy in the office of the Minister of Administrative Affairs. A Member of Parliament has recently tabled a private member's bill (PMB) which would amend the *Access to Information Act* by incorporating changes proposed by then Information Commission John Reid in 2005. Your Minister has been designated as responsible for the *Act*, and so must recommend a position on the PMB to Cabinet. The Deputy Minister, Mr. Humphrey Appleby, has written a memo to the Minister with advice about responding to the bill.

You will be provided with a copy of the DM's memo on September 29th. Please draft a memo to the Minister (maximum of 5 single-spaced pages using the template posted on CU Learn) which provides your political assessment of the DM's advice and gives your political recommendations for how the Minister ought to proceed. While avoiding unnecessary repetition of points covered by the DM, you may draw the Minister's attention to any points in the DM's memo which you think especially salient. Make sure that you articulate a political justification for points on which you agree with the DM and, especially, for those on which you do not, and that you convey clear advice as to what you propose the Minister do.

***Case Studies***

We will examine three case studies in POLM 5005, and for each class all or part of a book has been assigned. Each student should complete **two (2)** of the three case study assignments below (each is worth 25%).

For each case study assignment please answer the assigned question in essay form (not memo form) the question in a maximum of 8 double-spaced pages using the assigned readings for that week:

1. **"A Certain Maritime Incident" Due: November 3rd, 2:35 pm Value: 25%**

Based on Patrick Weller's description of "a certain maritime incident" in *Don't Tell the Prime Minister*, please analyse what went wrong in how bureaucrats, ministers and ministerial staff responded to the Children Overboard Affair and suggest how the situation should have been managed by those involved.

2. **Retiring the Crow Rate Due: November 17th, 2:35 pm. Value: 25%**

Arthur Kroeger, known as the "dean of deputies," wrote *Retiring the Crow Rate* as an account of how he and his department worked with his minister to amend the legislation which enshrined a long-standing and highly symbolic subsidy for western farmers. He subtitled his book "A Narrative of Political Management," and explained that "political sensitivity is an essential part of the mental equipment of any senior offiicial" (p. xii). Please examine the key political challenges which Kroeger and his minister faced, and how they succeeded in managing them.

3. **HRDC Audit of Grants and Contributions. Due: December 1st, 2:35 pm Value: 25%**

David Good was the Assistant Deputy Minister (Policy) at the department of Human Resource Development in 2000 when an audit of a grants and contributions program for which he was responsible became national news. According to his account, what were the objectives of the opposition and of the government, and how did each side attempt to manage the issue?

***Short Snappers***

These short assignments require students to engage directly with some of the primary tools of political practice in Ottawa. Please complete the following three assignments. Each is worth 5% and should be completed in a maximum of two single-spaced pages using the approved memo template ("letter-head" should be adjusted according to the assignment).

**1. MP Sponsored Travel** Due: September 15th, 2:35 pm Value: 5%

Please play the role of a researcher in the Office of the Leader of the Opposition. You have been asked to examine the List of Sponsored Travel by Members of the House of Commons (2013) as prepared and tabled by Mary Dawson, Conflict of Interest and Ethics Commissioner. <http://ciec-ccie.parl.gc.ca/Documents/English/Public%20Reports/Sponsored%20Travel/2013%20Sponsored%20Travel%20List.pdf>

For context, you read sections 14 and 15 of the Conflict of Interest Code for Members of the House of Commons. <http://www.parl.gc.ca/About/House/StandingOrders/appa1-e.htm>

What political observations and recommendations would you make in response to this document? Why (if MPs are not normally allowed to accept any gifts or benefits that might reasonably appear to have been given in order to influence them in the exercise of their office) is sponsored travel even allowed?

**2. Ministerial Gift Registry**  Due September 29th Value: 5%

You are a researcher in the parliamentary office of the Leader of the Liberal Party. You have been asked to examine the registry of gifts received by ministers which is maintained by the Conflict of Interest and Ethics Commissioner.

In a memo to your boss, the Director of Research, please summarize the provisions in the Conflict of Interest Act relating to the receipt of gifts by ministers. For illustration, please search the registry to find gifts received by the prime minister and two other ministers (you pick which ones to search) since April 1, 2014 (if no gifts were received by the ministers, say so). Make any political comments you think appropriate.

**3. Lobbying Registry** Due November 24th Value: 5%

You are an assistant to the Prime Minister's Chief of Staff. You have been asked to monitor the relationships between lobbyists and ministers' offices to make sure that there are no political problems. In order to do this, you will consult monthly communications reports which have recently been filed by lobbyists with the Lobbying Commissioner, paying attention to meetings with senior political staffers in the offices of the Minister of Public Works, the Minister of Industry, and the Minister of Natural Resources over the last three months. If you do not have the names of ministerial staff in those offices committed to memory, you may find them listed on the Government Electronic Directory Service (GEDS).

In memo format, please explain what these monthly reports reveal about the relationship of these three ministers' offices with lobbyists. Do you see any patterns? Do you see any potential political problems? Make any political comments or recommendations you think appropriate.

*Exhortation*

In a professional context, timeliness matters. If a policy advisor finishes a briefing note for her minister after the driver has left for the night with that night's reading file, then the note is not late but useless. If a communications advisor finishes talking points on a breaking crisis for his minister after Question Period has begun, then he risks the minister making up answers on the fly--which could not only embarrass the minister and the prime minister but, conceivably, cost the government billions of dollars. If a press secretary returns a call to a journalist five minutes after that journalist's deadline, then the office might endure a negative news story that could have been defused with a timely response. Politics is unforgiving about missed deadlines, and I exhort students to develop a habit of timeliness.

*Assignment Deadlines*

Assignments are due at the day and time indicated in the syllabus, and should be submitted in hard copy to the instructor. However, if, *in extremis*, students are not able to submit assignments on time, they may email their paper in PDF format by the deadline in order to avoid penalties, with a hard copy to follow as soon as practicable.

*Late Penalties*

In recognition of the gap between university and professional culture, I will accept late papers, but will impose a penalty of one grade step (i.e. A to A minus, A minus to B plus) for each day or part of a day (including holidays and weekends) that the paper is overdue.

For illustration, assume that an assignment is due on Monday at 2:35 pm. If the paper is handed in at 3 pm on the day due, it will lose one grade step. If submitted at 12:05 am the day following, it will lose 2 grade steps. Note that because paper topics sometimes relate to the topic of that day's class discussion, it is only fair to other students that penalties be enforced.

The instructor will accept late papers electronically in PDF format via email in order to prevent the accumulation of further penalties but, as noted above, a hard copy must follow as soon as practicable.

*Extensions*

The instructor will extend an assignment deadline only in exceptional circumstances and with compelling justification. A student seeking an extension should approach the instructor as soon as possible in advance of the deadline in order to demonstrate good planning and responsibility. Substantiation such as a doctor's note may be required.

**Expectations for Written Assignments**

All assignments will be marked not only for content but for presentation. Of course, 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.

However, good ideas are not sufficient. Ideas and arguments must be conveyed through writing which is direct, unambiguous and free from errors in grammar, punctuation, spelling and syntax. Prime Minister Trudeau is reported to have returned carelessly written memos from his staff with the scrawled notation "'Not English I won't read it.'"[[1]](#footnote-1) And I assure you that having the prime minister correct typographical errors in one's memo is an unwelcome experience.

Grammatical and orthographic infelicities can seriously mar otherwise good work and reduce its credibility in the eyes of readers. Your professional colleagues will take this seriously; and so does the instructor. If you struggle to tell a comma splice from a conjunctive adverb, then consult a good grammar book, or by all means ask the instructor to explain his annotations.

**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). Students come to Political Management from a variety of academic disciplines, many of which have their own preferences for documentation (e.g. Modern Language Association, *Chicago Manual of Style*, American Psychological Association). The instructor does not insist that students use any particular style. He does, however, insist that proper documentation be provided, and that it be done consistently and in accordance with whatever style the student chooses to use.

The Institute of Public Administration of Canada (IPAC) publishes the venerable journal *Canadian Public Administration*, a rich source for material relevant to political management. The editors of CPA provide a style guide at the following link which students may choose to consult and follow: <http://www.ipac.ca/documents/STYLE%20GUIDE%20for%20CPA%20Manuscripts-English%20Jan%202012.pdf> The section on references beginning on page 27 of the document is particularly helpful in showing how to cite a variety of sources commonly used in writing about Canadian politics and government (e.g. books, articles, government reports, press releases, etc.).

**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.

Section VI.(1) of the Carleton University's Academic Integrity Policy states that:

"Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.

"Plagiarism 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."

This means, for example:

* If you borrow ideas, opinions or information (other than commonly known facts), you must acknowledge it with a reference.
* You may paraphrase from a source, if you use a reference to acknowledge your debt. However, you must avoid paraphrasing too closely (which approaches quotation) or too extensively from one source. Beware the danger of poor paraphrasing.
* If you borrow specific words, phrases or expressions from a source, you must acknowledge this by using quotation marks to indicate the direct quotation, and also give a reference (including a page number where possible).

The internet is a valuable research tool, but also a pernicious obstacle to academic integrity since so much information is available so easily and often without proper attribution. When combined with the computer's "cut and paste" function, this creates a strong temptation to take shortcuts and, willfully or inadvertently, appropriate ideas, arguments and information without proper acknowledgement. Proper note taking and research practices are essential for avoiding these temptations.

I note that at the instructor's discretion a student may be required to pass a brief oral examination with respect to submitted papers and/or essays.

Plagiarism is a serious offence. Penalties can include being awarded a failure on the assignment, failure in the course and/or removal from the program.

Other forms of academic dishonesty include unauthorized resubmission (that is, submitting the substantially the same work in two or more classes), unauthorized collaboration, and misrepresentation (for example, making up facts or references).

Instructors who suspect a violation of academic integrity are required to submit the paper and supporting evidence to the Department Chair and the Dean, who will investigate and resolve the case.

If you have any questions at all about proper citation or use of sources, the instructor is pleased to discuss.

The full Academic Integrity Policy may be found at: <http://carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>

**Communications**

**Use of Electronic Devices in Class:** Urgent demands and the expectation of immediate response are typical of political staff life, and so nearly constant electronic communication is an accepted part of the culture. In recognition of this, the instructor does not intend to restrict use of electronic devices (principally cell/smart phones, lap top computers and personal data assistants) other than by setting the following two conditions: 1) in order to promote free discussion, video and/or audio from class may not be recorded or broadcast without the prior consent of the instructor; and 2) use of electronic devices must not distract or disrupt other students or the class as a whole. The instructor reserves the right to reassess this policy should problems arise.

**Contacting the Instructor**. 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. My email address is paul.wilson@carleton.ca. I will endeavour to respond to email as quickly as possible but cannot guarantee same day answers (especially the night before an assignment is due!).

# Academic Accommodations

**For Students with Disabilities:** Students with documented disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities include physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, as well as other conditions. Registered PMC students are required to contact the PMC, 613-520-6608, early each term to ensure that your Instructor receives your Letter of Accommodation no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

1. Former Trudeau press assistant Patrick Gossage quoted in Allan Levine (1993). *Scrum Wars: the Prime Ministers and the Media*. Toronto: Dundurn Press. p. 265. [↑](#footnote-ref-1)