

SSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

POLI489/2/E and WSDB 498/2/E

Advanced Undergraduate Seminar in Democratic Governance and Public Policy

Concordia University
Fall 2017

September 5th – December 4th, 2017

Please note: Communication in this course will be primarily by email.

Please make sure to check your inbox regularly.

Course Coordinator: Mebs Kanji

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Office Hours: Monday 12-1 pm in AD211.02, or by appointment

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Teaching Assistant: Ben Stickles

Office Hours: Wednesdays 5-6pm, Fridays 12-1pm

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WSSR Coordinator: Kerry Tannahill (for all workshop related questions)

Phone: 514-848-2424 (x7854 or x5473)

Office: H1225.30

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Please note, that there will be an orientation session held on Friday September 8th from 11:30am-4:00pm in room H-1220. During this session, students will meet with the professor responsible for the course, Dr. Mebs Kanji, and receive important information about course requirements.

COURSE DESCRIPTION

This course provides a unique opportunity for students to take a selection of the Workshops on Social Science Research (WSSR) hosted by the Department of Political Science during the months of September through December 2017 for credit.

The WSSR are short intensive learning experiences designed largely to enhance your knowledge and skills in the areas of democratic governance and public policy. These workshops are led by highly reputable and insightful guest lecturers from well-known academic institutions and/or well-qualified and distinguished backgrounds. For this course, you must select, register in, and attend six days' worth of workshops, as well as complete all the requirements listed in this outline below.

Important: Any changes in workshop selections will not be accepted after September 18th.

The following is a listing of the workshops offered for credit during the Fall 2017 term:

# of Credits	Workshop
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Workshops on	Democratic	Governance	æ	Public	Policy	,
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0.5 credits September 15 - Where are all the Women? Understanding the Relevance of Gender in Canadian Politics

with Dr. Joanna Everitt, Professor, University of New Brunswick in Saint John

0.5 credits September 15 - The 2017 BC Provincial Election: Managing a Successful Democratic Event with **Dr.**

Keith Archer, Chief Electoral Officer of British Columbia

- 0.5 credits September 22 Community Identity and Political Behavior with **Dr. Mary R. Anderson**, Chair/Associate Professor, University of Tampa
- 0.5 credits October 6 The Media's Role in Canadian Politics with Carol MacNeil, Journalist and Host of CBC News Prime Time
- 0.5 credits October 13 The Politics of Legalizing Marijuana: What's Involved? with Honourable Anne

McLellan, Former Deputy Prime Minister and Chair of the Task Force on Cannabis Legalization and Regulation

- 0.5 credits October 20 *Public Engagement and Democracy* with **Dr. Don Lenihan**, Senior Associate, Policy and Engagement, Canada 2020
- October 27 Practicing 21st Century Diplomacy in Developed Democratic Societies: Canada-USA Relations as a Case-Study with **Louise Blais**, Ambassador and Deputy Permanent Representative to the United Nations and Former Consul General for Canada
- 0.5 credits October 27 From Brexit to the British Election: The Future of Political Community in the UK and Europe with **Dr. Harold Clarke**, Ashbel Smith Professor, University of Texas at Dallas
- 0.5 credits November 3 *Policy-Making at the 'Center': How Does it Work?* with **Rachel Curran**, Former Director of Policy to Prime Minister Stephen Harper
- 0.5 credits November 17 Getting What's Fair: Negotiating on Indigenous Issues in Canada with **Honourable Bob Rae**, Former Premier of Ontario and Former Interim Liberal Party Leader
- 0.5 credits December 1 Polling and Politics: Opinions and Trends after 150 Years with **Dr. David Coletto**, CEO and a Founding Partner, Abacus Data
- 0.5 credits December I The Role of the National Energy Board: Still Relevant? with **Gaétan Caron**, Former Chair of the National Energy Board, President of JEMF-X Inc., Consultant in Energy and Regulation
- 0.5 credits Date TBD A New Approach to Canadian and Conservative Politics with **Honourable Michael Chong**, Member of Parliament and Former Cabinet Member

Workshops on Social Justice

- I credit October 6-7 Self-Directed Group Work and Social Action Research: Toward a Meaningful Way to Practice Democracy and Social Justice with **Dr. Annie Pullen Sansfaçon**, Associate Professor, Université de Montréal
- I credit November 10-11 Feminist Teachers, Intersectional Pedagogies, and the Future of Feminism-in-Schools with **Ileana Jiménez**, Founder, Feminist Teacher

Workshops on Gender Based Analysis

- 0.5 credits September 22 *Gender Mainstreaming* with **Dr. Olena Hankivsky**, Professor and Director of the Institute for Intersectionality Research and Policy, Simon Fraser University
- 0.5 credits September 29 Feminist, Intersectional Policy Analysis with **Jane Stinson**, Principal Investigator and Director of the Feminist Northern Network

Other Training Workshops (reserved for graduate students)

- I credit October 13-14 The Construction of Typologies: Index Aggregation and Design with **Dr. Lyle**
 - Scruggs, Professor, University of Connecticut





REQUIRED READINGS

Each workshop has a separate outline. All outlines are posted on the WSSR website under each individual workshop page. Each outline provides an overview of the topics covered during each workshop and includes a reading list associated with that workshop. Students are expected to arrive at each workshop having reviewed the readings assigned.

Refer to Appendix A, for a sample workshop outline.

Please be sure to check the WSSR website regularly for updates on the workshops you have signed up for: www.concordia.ca/WSSR

GRADING

Your grade for this course will be determined by your performance on several post-workshop summaries and a final report.

I. Post-Workshop Summaries (60%)

For each workshop that you take, you will be required to submit a post-workshop summary for evaluation.

Length of workshop	Length of each workshop summary	Worth
One-day workshop Two pages (double-spaced, 12 pt. font, 1" margins) 10% e		10% each
Two-day workshop Four pages (double-spaced, 12 pt. font, 1" margins) 20% each		20% each
Due date: All summaries are due by 5pm*, five working days after the workshop is completed		

Summaries must be submitted in Dr. Kanji's mailbox in the Political Science department on the 12th floor of the Hall Building. Graded summaries can be picked up from the TA during office hours or at the WSSR registration desk on Friday mornings between 8:30am and 9:00am.

*If you are unable to submit a hard copy by 5:00pm please submit your summary electronically to the TA at ta.poli489@gmail.com and have a hard copy in the mailbox no later than the following Monday at 5:00pm.

Please note: Attendance in each of the workshops you have selected is compulsory. If you do not attend a workshop <u>in its entirety</u>, you cannot submit a post-workshop summary for that workshop. Also, you must make sure to sign both the morning and afternoon attendance sheets during each workshop for your summary to be accepted for grading.

The general objectives of these summaries are as follows:

- 1. Summarize what you have learned by attending the workshop.
- 2. What are the implications of what you have learned for democratic governance and/or public policy?
- 3. Evaluate the added value of what you have learned for your current understanding of democratic governance and/or public policy.

Please use clear reasoning, analyses, and examples in order to address all three objectives.

More specific guidelines for these post-workshop summaries can be found in Appendix B.



2. Final Report (40%)

At the end of the term (on December 11th, 2017 by 5pm), you will be required to submit a final report (no more than 10-15 double-spaced pages).

The final report must be submitted in Dr. Kanji's mailbox in the Political Science department on the 12th floor of the Hall Building.

The core objective of this final report will be as follows:

Inspired by what you have learned through your participation in the WSSR, discuss and demonstrate how future generations might improve (or contribute to) democratic governance and/or public policy.

More specific guidelines for the final report can be found in Appendix C.

PLAGIARISM

The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." (Academic Code of Conduct, Concordia University: Article 19a)

"In Simple Words: **Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it!**"

Complete regulations can be found beginning on page 54 of the Undergraduate Calendar or http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html.



Appendix A

SAMPLE - Outline and Reading List



Self-Directed Group Work and Social Action Research: Toward a Meaningful Way to Practice Democracy and Social Justice

Dr. Annie Pullen Sansfaçon Associate Professor, School of Social Work, Université de Montréal October 6-7, 2017 9:00am – 4:30pm

Workshop Outline

- Session I Theoretical and axiological foundations of self-directed groupwork and social action
- Session 2 Preparing for self-directed group work intervention: planning without controlling through the integration of key principles
- Session 3 The process of self-directed group work preparing to take action with the group.
- Session 4 Transforming intervention into research: Social action research methodologies

Required Readings:

- Fleming, J. & Ward, D. (2013) Facilitation and groupwork tasks in self-directed groupwork. *Groupwork*, 23(2), pp. 56-74. https://journals.whitingbirch.net/index.php/GPWK/article/download/764/823
- Mullaly, B. (2010) "Oppression: An Overview". In Challenging Oppression and Confronting Privilege. Don Mills, Ont.; New York: Oxford University Press. pp. 34-65. http://reserves.concordia.ca/ares/ares.dll/plink?14EEFC20
- Mullender A., Ward, D. & Fleming, J. (2013) "Taking Stock: The Centrality of Values". In Empowerment in Action: Self-Directed Groupwork. London: Palgrave MacMillan. pp. 39-64. - Available in the Library's reserve room, Webster Course Reserve Room (3 hour loan)
- Fleming J. & Ward, D. (2004) "Methodology and practical application of the Social Action Research Model". In Rapport, F. (ed.) New Qualitative Methodologies in Health and Social Care Research. London: Routledge. pp. 162-178. http://reserves.concordia.ca/ares/ares/dll/plink?14EEFFD7
- Pullen Sansfaçon, A., Ward, D., Robichaud, M.J. Dumais Michaud, A.A. & Clegg, A. (2014) Working with Parents of Gender Variant Children. Using Social Action as an Emancipatory Research Framework. *Journal of Progressive Human Services*. 25(3) pp. 214-229. http://o-www.tandfonline.com.mercury.concordia.ca/doi/abs/10.1080/10428232.2014.939938

Recommended Reading

Mullender, A, Ward, D. & Flemming, J. (2013) Empowerment in Action: Self-Directed Groupwork. London: Palgrave-Macmillan - Available in the Library's reserve room, Webster Course Reserve Room (3 hour loan)

Source: http://www.concordia.ca/cuevents/artsci/polisci/wssr/2017/10/06/sansfaconworkshop.html?c=artsci/polisci/wssr/workshops/fall-2017



Appendix B

Post-Workshop Summaries – Specific Guidelines

For each workshop that you take, you will be required to submit a post-workshop summary for evaluation.

Length of workshop	Length of each workshop summary	Worth
One-day workshop	Two pages* (double-spaced, 12 pt. font, 1" margins)	I 0% each
Two-day workshop	Four pages* (double-spaced, 12 pt. font, 1" margins)	20% each
Due date: All summaries are due by 5pm, five working days after the workshop is completed		

^{*}Anything submitted that runs over these page limits will not be read.

0	bjectives	Grading Key	
1.	 Summarize what you have learned by attending the workshop (no more than one third of the total length of the assignment) Provide an analysis and synthesis of what is key, along with examples; not a mere description of what happened in the workshop Careful thought-out assessment of the core message that the workshop is trying to convey, providing clear reasoning and examples 	Summary (/3) 1/3=provides basic description of workshop 2/3=provides some analysis 3/3=provides clear synthesis, reasoning, and examples	
2.	 What are the implications of what you have learned for democratic governance and/or public policy? State the implications of what you have learned What does the content of the workshop tell you about the current state of democratic governance and/or public policy? (do not provide just a statement or description) Provide a clear analysis, reasoning and examples 	Implications (/3) 1/3=provides basic description 2/3=provides some analysis and reasoning 3/3=provides clear analysis, reasoning and examples	
3.	 Evaluate the <u>added value</u> of what you have learned for your current understanding of democratic governance and/or public policy. What was your understanding before attending this workshop? How has this workshop contributed to that understanding? Provide clear reasoning and examples 	Value Added (/3) 1/3=provides pure description 2/3=provides some analysis and reasoning 3/3=provides clear analysis, reasoning and examples	



Appendix C

Final Report – Specific Guidelines

At the end of the term (on December 11th, 2017 by 5pm), you will be required to submit a final report (**no more than 10-15 double-spaced pages**). This final report will be worth 40% of your total grade.

Make sure to list all the workshops that you attended on the title page. Anything submitted over the allotted page limit will not be read.

<u>Core Objective:</u> Inspired by what you have learned through your participation in the WSSR, discuss and demonstrate how future generations might improve (or contribute to) democratic governance and/or public policy.

	ease employ the following template when completing your final port. Please double-space and use 12 pt. font and 1" margins.	Grading Key		
1.	Introduction Explain clearly what it is that you are trying to demonstrate and why it is important - Problem (what is the problem I am addressing?) - Purpose (what I will do in this report and how I will do it?) - Relevance (why it is important?)	Introduction (/3) Provides clear introduction and includes each of the following: I/3=Problem I/3=Purpose I/3=Relevance		
2.	 Review (Potential sources) What does the literature state about the topic I am presenting on? What have I learned about this subject from my university classes/experiences so far? What have I learned about this topic from the workshops I have attended? 	Review (/3) 1/3=weak review (covers one aspect) 2/3=satisfactory review 3/3=excellent review (covers all necessary aspects)		
3.	What I propose What are you proposing to better the situation or problem that you have identified? — Present reasoning, evidence, analysis and examples	What I propose (/3) 1/3=simply states what is being proposed 2/3=also provides some reasoning 3/3=also provides evidence and examples		
4.	Potential Challenges What are some potential challenges that may be faced through the implementation of your proposal?	Challenges (/3) 1/3=simply states challenges 2/3=also provides some reasoning 3/3=also provides evidence and examples		
5.	 Conclusion What can you conclude based on the evidence and analysis presented in your report? Summarize key findings and conclusions Clearly relate findings to the problem that you have identified Discuss the implications of what you have learned and what you propose for future generations 	Conclusion (/3) 1/3=states key conclusions 2/3=states how this betters the problem 3/3=provides implications		