

# WSSR

## WORKSHOPS ON SOCIAL SCIENCE RESEARCH

POLI815/AA

### Graduate Seminar in Democratic Governance, Public Policy, and Research Methodology

Concordia University

Spring 2017

May 4<sup>th</sup> – June 16<sup>th</sup>, 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 H1255.03, or by appointment  
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WSSR Coordinator: Kerry Tannahill (for all workshop related questions)  
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**Please note, that there will be an orientation session held on Thursday May 4<sup>th</sup> from 10am to 4pm 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. Note that there will be a lunch break from 12:00-1:00pm.**

#### **COURSE DESCRIPTION**

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

The WSSR are intensive short learning experiences designed to enhance your knowledge and skills in the areas of democratic governance, public policy, and research methodology. 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: Attendance in each of the workshops you have selected is compulsory and changes in workshop selections will not be accepted after May 7<sup>th</sup>.**



The following is a listing of the workshops offered during the Spring term of 2017:

**Workshops on Democratic Governance, Public Policy, Contemporary Political Theory and Social Justice**

- May 8<sup>th</sup>-9<sup>th</sup> - *Feminist Policy in Action: Making Democracies More Democratic?* - **Dr. Amy G. Mazur**, Claudius O. and Mary W. Johnson Distinguished Professor, Washington State University
- May 10<sup>th</sup>-11<sup>th</sup> - *Canadian Elections-Past, Present and Future: What have we learned after 150 years?* - **Dr. John Courtney**, Senior Policy Fellow, University of Saskatchewan
- May 12<sup>th</sup> - *The Future of the New Democratic Party of Canada: Perpetual opposition or potential government?* - **Ian Capstick**, Managing Partner of MediaStyle
- May 12<sup>th</sup> - *Directing the Agenda of the House of Commons: What's involved?* - **Honourable Peter Van Loan**, MP and Former Leader of the Government in the House of Commons
- May 15<sup>th</sup>-16<sup>th</sup> - *Sustainable Welfare State Policies and Democracy* - **Dr. Guy Peters**, Maurice Falk Professor of Government at the University of Pittsburgh
- May 17<sup>th</sup> - *The Future of the Quebec Independence Movement Post-Brexit* - **Martin Patriquin**, Journalist and Former Quebec Bureau Chief, Maclean's Magazine
- May 17<sup>th</sup>-18<sup>th</sup> - *Assessing the Role of the Canadian Government: What have we learned after 150 years?* - **Mel Cappe**, Former Clerk of the Privy Council
- May 19<sup>th</sup> - *How to Make the Canadian Senate More Relevant to our Democracy?* - **Charles Robert**, Clerk of the Senate and Clerk of the Parliaments
- May 23<sup>rd</sup>-24<sup>th</sup> - *Rethinking Canada's Military Strategy in the 21<sup>st</sup> Century* - **Dr. David J. Bercuson**, Director, Centre for Military, Security and Strategic Studies and Associate Director, International Programs, University of Calgary School of Public Policy
- May 26<sup>th</sup> - *Multiculturalism, Democracy and the Politics of Backlash* - **Dr. Keith Banting**, Stauffer Dunning Fellow and Professor Emeritus, Queen's University
- May 29<sup>th</sup> - *Democracy and Inequality* - **Dr. Melissa Williams**, Professor and Founding Director of the Centre for Ethics at the University of Toronto
- May 29<sup>th</sup>-30<sup>th</sup> - *The Parliamentary Process: Looking Back at the Last 150 years* - **Honourable Don Boudria**, Former Government House Leader
- June 1<sup>st</sup>-2<sup>nd</sup> - *Democracy and the Protection of Language Rights* - **Graham Fraser**, Canada's Former Commissioner of Official Languages
- June 2<sup>nd</sup> - 21<sup>st</sup> Century Conservative Politics: What Should it Look Like? - **Tim Powers**, Vice-Chairman of Summa Strategies
- June 5<sup>th</sup>-6<sup>th</sup> - *Social Movements in the Age of Global Terror* - **Dr. Sunera Thobani**, Associate Professor, Institute for Gender, Race, Sexuality and Social Justice, University of British Columbia
- June 7<sup>th</sup> - *Brexit: Why It Happened and What It Means for Democracies Like Canada* - **Dr. Harold Clarke**, Ashbel Smith Professor, University of Texas at Dallas
- June 8<sup>th</sup>-9<sup>th</sup> - *Continuity and Change in Federal Elections and Canadian Democracy* - **Dr. Lawrence LeDuc**, Professor Emeritus University of Toronto and **Dr. Jon Pammett**, Professor Carleton University
- June 14<sup>th</sup> - *The Social Media and Elections: What are the challenges?* - **Yves Côté**, Commissioner of Canada Elections
- June 14<sup>th</sup>-15<sup>th</sup> - *Indigenous Methodologies* - **Dr. Margaret Kovach**, Associate Professor at the College of Education, University of Saskatchewan and **Dr. Elizabeth Fast**, Assistant Professor in the Department of Applied Human Sciences
- June 15<sup>th</sup>-16<sup>th</sup> - *How Should we Govern in a Multicultural and Democratic Society: What Policy Mix is Necessary?* - **Dr. Matteo Gianni**, Associate Professor, University of Geneva

## Workshops on Qualitative, Interpretive and Multi-method Research

### **Fundamentals of Qualitative, Interpretive and Multi-method Research**

May 8<sup>th</sup>-9<sup>th</sup> - *Working with Concepts in the Social Sciences* - **Dr. Frederic Schaffer**, Professor, University of Massachusetts Amherst

May 23<sup>rd</sup>-25<sup>th</sup> - *Mixed-methods Designs* - **Dr. Jason Seawright**, Associate Professor, Northwestern University

### **Qualitative Case Study Methods**

May 10<sup>th</sup>-12<sup>th</sup> - *Introduction to Case Studies and Comparative Case Study Methods* - **Dr. Derek Beach**, Professor, University of Aarhus, Denmark

May 15<sup>th</sup>-16<sup>th</sup> - *Process-tracing Methods* - **Dr. Andrew Bennett**, Professor of Government, Georgetown University

May 17<sup>th</sup>-18<sup>th</sup> - *Historical Analysis and Historical Methods* - **Dr. Robert Adcock**, Professorial Lecturer, American University's School of International Service

May 19<sup>th</sup> - *Archival Research* - **Dr. Robert Adcock**, Professorial Lecturer, American University's School of International Service

### **Qualitative and Interpretive Data Collection and Analysis**

May 10<sup>th</sup>-12<sup>th</sup> - *Introduction to Interpretive (-qualitative) Methodologies and Methods* - **Dr. Peregrine Schwartz-Shea**, Professor, University of Utah

May 15<sup>th</sup>-16<sup>th</sup> - *Content/Thematic Analysis* - **Dr. Lea Sgier**, Assistant Professor, Central European University (CEU)

May 17<sup>th</sup>-19<sup>th</sup> - *Discourse Analysis* - **Dr. Lea Sgier**, Assistant Professor, Central European University (CEU)

May 23<sup>rd</sup> - *Interviews* - **Sébastien Dallaire**, Vice President, Ipsos Public Affairs

May 24<sup>th</sup>-25<sup>th</sup> - *Focus Groups* - **Sébastien Dallaire**, Vice President, Ipsos Public Affairs

## Workshops on Quantitative Research Methods

May 30<sup>th</sup>-31<sup>st</sup> - *Introduction to Quantitative Research Methods* - **Kerry Tannahill**, PhD Candidate, Concordia University and **Dr. Mebs Kanji**, Associate Professor

June 1<sup>st</sup>-June 2<sup>nd</sup> - *Modern Regression* - **Dr. Guy Whitten**, Professor and Cornerstone Fellow, Texas A&M University

June 5<sup>th</sup>-6<sup>th</sup> - *Logistic Regression Analysis: Introduction and Applications* - **Dr. Harold Clarke**, Ashbel Smith Professor, University of Texas at Dallas

June 7<sup>th</sup>-8<sup>th</sup> - *Bayesian Hierarchical Modeling for the Social Sciences* - **Dr. Jeff Gill**, Professor, Washington University



## REQUIRED READINGS

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

Please be sure to check the WSSR website regularly for updates: [www.concordia.ca/wssr](http://www.concordia.ca/wssr)

Refer to **Appendix A**, for a sample workshop outline.

## 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)	<b>10% each</b>
Two-day workshop	Four pages (double spaced, 12 pt. font, 1" margins)	<b>20% each</b>
Three-day workshop	Six pages (double spaced, 12 pt. font, 1" margins)	<b>30% each</b>
<b>Due date:</b> 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 and by appointment.

**Please note: if you do not attend a workshop in its entirety, you cannot submit a post-workshop summary for that workshop.**

The general objectives of these summaries are as follows:

1. To summarize what you have learned by attending the workshop.
2. To assess the implications of what you have learned for democratic governance, public policy, and/or research methodology.
3. To evaluate the added value of what you have learned for your current understanding of democratic governance, public policy, and/or research methodology.

Please use clear analyses, reasoning, 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 June 26th, 2017 by 5pm), you will be required to submit a final report (no more than 20-25 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, public policy, and/or research methodology.

**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)

This could be material copied word for word from books, journals, internet sites, a professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or an assignment completed by another student. It might be a paper purchased through one of many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In Simple Words:

**Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it!**

Source: <http://www.concordia.ca/students/academic-integrity/plagiarism.html>

## Appendix A

### SAMPLE – Outline and Reading List

## The Parliamentary Process: Looking Back at the Last 150 Years

**Honourable Don Boudria**

Former Government House Leader

May 29-30, 2017

9:00am– 4:30pm

**Purpose:** The purpose of this workshop is to introduce students to parliamentary processes and procedures and familiarize them with Parliament's roles and responsibilities.

#### 1. The Westminster Parliamentary System in Canada

- |  |   |
|--|---|
| a. The House of Commons: "Rep by Pop"                  | h. The Prime Minister's Office: first amongst equals? |
| b. Functions of Parliament                             | i. The role of the Public Service                     |
| c. The Chamber   | j. Policy development                                 |
| d. Parliamentarians on the Hill and their districts    | k. Decision-making                                    |
| e. The Cabinet and the decision-making process         | l. The Senate   |
| f. The financial cycle of the Government               | m. Political overview                                 |
| g. The legislative process and legislative development |   |

#### 2. Parliamentary Committees: their role and function

#### 3. Party discipline

- a. Do MPs need more freedom from their Party Whips?

#### 4. Electoral Process

#### 5. Concluding considerations

- a. Is Parliament broken?
- b. What is its future?

#### Required Readings

Forsey, Senator Eugene A. How Canadians Govern Themselves. © The Majesty her Queen in Right of Canada, 1980.

[http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How\\_Canadians\\_Govern\\_Themselves\\_8.pdf](http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves_8.pdf)

## 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)	10% each
Two-day workshop	Four pages (double spaced, 12 pt. font, 1" margins)	20% each
Three-day workshop	Six pages (double spaced, 12 pt. font, 1" margins)	30% each
<b>Due date:</b> All summaries are due by 5pm, five working days after the workshop is completed		

Objectives	Grading Key
<p>1. <u>Summarize</u> what you have learned by attending the workshop (no more than one third of the total length of the assignment)</p> <ul style="list-style-type: none"> <li>– Provide an <u>analysis</u> and <u>synthesis</u> of what is key, along with examples; not a mere <i>description</i> of what happened in the workshop</li> <li>– Careful thought-out assessment of the core message that the workshop is trying to convey, providing clear reasoning and examples</li> </ul>	<p><u>Summary (/3)</u></p> <p>1/3=provides basic description of workshop 2/3=provides some analysis 3/3=provides clear synthesis, reasoning, and examples</p>
<p>2. What are the <u>implications</u> of what you have learned for democratic governance, public policy, and/or research methodology?</p> <ul style="list-style-type: none"> <li>– State the implications of what you have learned</li> <li>– What does the content of the workshop tell you about the current state of democratic governance, public policy, and/or research methodology (don't provide just a statement or description)</li> <li>– Provide a clear analysis, reasoning and examples</li> </ul>	<p><u>Implications (/3)</u></p> <p>1/3=provides basic description 2/3=provides some analysis and reasoning 3/3=provides clear analysis, reasoning and examples</p>
<p>3. Evaluate the <u>added value</u> of what you have learned for your current understanding of democratic governance, public policy and/or research methodology</p> <ul style="list-style-type: none"> <li>– What was your understanding before attending this workshop? How has this workshop contributed to that understanding?</li> <li>– Provide clear reasoning and examples</li> </ul>	<p><u>Value Added (/3)</u></p> <p>1/3=provides pure description 2/3=provides some analysis and reasoning 3/3=provides clear analysis, reasoning and examples</p>



## Appendix C

### Final Report – Specific Guidelines

At the end of the term (on June 26th, 2017 by 5pm), you will be required to submit a final report (no more than 20-25 double-spaced pages). This final report will be worth 40% of your total grade.

**Make sure to state the workshops that you attended on the title page**

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, public policy, and/or research methodology.

Please employ the following template when completing your final report. Please double space and use 12 pt. font and 1" margins.	Grading Key
<p>1. <u>Introduction</u> Explain clearly what it is that you are trying to demonstrate and why it is important</p> <ul style="list-style-type: none"> <li>– Problem (what is the problem I am addressing?)</li> <li>– Purpose (what I will do in this report and how I will do it?)</li> <li>– Relevance (why it is important?)</li> </ul>	<p><u>Introduction (/3)</u> Provides clear introduction and includes each of the following: 1/3=Problem 1/3=Purpose 1/3=Relevance</p>
<p>2. <u>Review</u> (Use sources and examples)</p> <ul style="list-style-type: none"> <li>– What does the literature state about the topic I am presenting on?</li> <li>– What have I learned about this subject from my university classes/experiences so far?</li> <li>– What have I learned about this topic from the workshops I have attended?</li> </ul>	<p><u>Review (/3)</u> 1/3=weak review (covers one aspect) 2/3=satisfactory review 3/3=excellent review (covers all aspects)</p>
<p>3. <u>What I propose</u> What are you proposing to better the situation or problem that you have identified?</p> <ul style="list-style-type: none"> <li>- Present reasoning, evidence, analysis and examples</li> </ul>	<p><u>What I propose (/3)</u> 1/3=simply states what is being proposed 2/3=also provides some reasoning 3/3=also provides evidence and examples</p>
<p>4. <u>Potential Challenges</u> What are some potential challenges that may be faced through the implementation of your proposal?</p>	<p><u>Challenges (/3)</u> 1/3=simply states challenges 2/3=also provides some reasoning 3/3=also provides evidence and examples</p>
<p>5. <u>Conclusion</u> What can you conclude based on the evidence and analysis presented in your report?</p> <ul style="list-style-type: none"> <li>- Summarize key findings and conclusions</li> <li>- Clearly relate findings to the problem that you have identified</li> <li>- Discuss the implications of what you have learned and what you propose for future generations</li> </ul>	<p><u>Conclusion (/3)</u> 1/3=states key conclusions 2/3=states how this betters the problem 3/3=provides implications</p>