



INTE 398/I/AA

Workshops on Social Science Research An Introduction

Concordia University - Spring 2019

May 6th – May 30th, 2019

**Please note: Communication in this course will be primarily by email and/or on MOODLE.
Please make sure to check your email inbox regularly.**

Course Coordinator: Mebs Kanji (WSSR Director)
Phone: 514-848-2424 (x2599)
Office Hours: Mondays and Wednesdays 2:00pm-3:00pm in H609, or by appointment
Email: mebs.kanji@concordia.ca

Teaching Assistant: Jocelyn McGrandle
Office Hours: Tuesday 5:00pm-6:30pm and Fridays 12:00pm-1:30pm via
SKYPE @ live:jocelyn.mcgrandle → during these times, please email Jocelyn to be
added to the SKYPE office hour queue
Email: ta.INTE398@gmail.com

WSSR Coordinator: Kerry Tannahill (for workshop related questions)
Phone: 514-848-2424 (x5473)
Email: wssr@concordia.ca

Please note, that there will be an orientation session held on Monday May 6th from 12:30pm-4:30pm in room H-609. 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 gain some preliminary exposure to and participate in a selection of the Workshops on Social Science Research (WSSSR) from May 7th to May 30th.

The WSSSR are short intensive learning experiences designed largely to supplement and enhance your knowledge and skills in the areas of democratic governance, public policy, social justice, normative considerations, research methodology, and effective writing and communication. 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.





WSSR Workshops

The following is a listing of the workshops offered to you for credit during the upcoming term:

Spring 2019 Workshops

(All workshops run from 9:00am-4:30pm)

- May 07 - *Do Municipal Elections Matter in Canada?*** with Dr. Sandra Breux, Associate Professor, Centre Urbanisation Culture Société, INRS
- May 08 - *Institutionalizing Independence: What works and how to move forward*** with Honourable James Cowan, Former Nova Scotia Senator and Senate Liberal Leader
- May 09 - *How Parliament Works and Are Reforms Necessary?*** with Honourable Don Boudria, Former Minister of Public Works and Government Services and Government House Leader
- May 10 - *Corruption and the Media: The vicious circle*** with Honourable John H. Gomery, Former Superior Court of Quebec Judge and Public Inquiry Commissioner
- May 14 - *The Philosopher King in the Modern World: Exploring philosophical leadership in the Hindu tradition*** with Seegla Brecher, Expert in Advaita Philosophy and Indian Classical Music
- May 15 - *The Future of Pipelines in Canada*** with Honourable Stockwell Day, Former President of the Treasury Board Principle at Stockwell Day Connex
- May 16-17 - *Assessing Canada's Defense Strategy 2017*** with Dr. David J. Bercuson, Director of the Centre for Military, Security and Strategic Studies and Associate Director of International Programs, University of Calgary, School of Public Policy
- May 21 - *Unequal and Unrepresented*** with Dr. Kay Schlozman, J. Joseph Moakley Professor, Morrissey College of Arts and Science, Boston College
- May 23-24 - *Congressional Politics in America*** with Dr. Lawrence LeDuc, Professor Emeritus, University of Toronto
- May 27 - *Ethical Considerations in the Governance of Canada*** with Mary E. Dawson, Former Conflict of Interest and Ethics Commissioner of Canada
- May 28 - *Standoff: Oil's Deep State*** with Dr. Kevin Taft, Former Leader of the Opposition in Alberta and Best-Selling Author
- May 30 - *Agendas and Objectives: What, why and how*** with Mel Cappe, Former Clerk of the Privy Council and Professor, School of Public Policy and Governance, University of Toronto

Important: Any changes in workshop selections must be made by email to wssr@concordia.ca prior to 11:59pm on May 13, 2019 and proper justification is required. After May 13th, no changes in workshop selections will be made unless proper documentation is provided (i.e. a doctor's note).

REQUIRED READINGS

Each workshop has a separate outline (see a sample in [APPENDIX A](#)). All outlines will be posted on the WSSR website under each individual workshop page: <http://bit.ly/WSSRspring2019>

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.**

Note: Outlines are being added to the website gradually as the information becomes available from the guest lecturers. If your workshop outline is not yet available, please check back again a little later.



GRADING

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

I. Post-Workshop Exercises (90%)

For each of the six workshops that you take, you will be required to submit a post-workshop exercise for evaluation. These post-workshop exercises will constitute the bulk of your grade for the course (ONE-day workshops, 15% per exercise; TWO-day workshops, 30% per exercise).

The purpose of these exercises is to better develop and fine-tune your abilities to critically analyze and make better sense of the information and knowledge that you receive during the workshops that you attend, and then to convey that understanding in written form.

In these exercises, you will be guided by specific questions that you will need to respond to. Marks will be allocated according to how well and completely you respond to the questions that are asked of you. Be sure to pay particular attention to the grading template that is provided (in [APPENDIX B](#)) as it tells you what we will be looking for when marking your assignment. And be sure not to exceed the page limits provided, as any text that you provide that is over the page limits will not be read.

Specific instructions for the post-workshop exercises:

After you have attended a workshop, please develop and provide written responses to the following questions. You need to complete this same exercise for each workshop that you attend:

<p>1. If you were to summarize the content of this workshop, what would you say was the most important message of this workshop?</p> <p>2. Why do you think that this is the most important message of the workshop and not just a basic piece of insight?</p> <p>3. Provide an example that clearly illustrates your point?</p> <p>Page limit for this section: ONE page for one-day workshops, TWO pages for two-day workshops</p>
<p>4. Thinking again about the content of the workshop, what do you think it tells us about the current state of public policy and/or democratic governance (i.e., the way that we are governed)?</p> <p>5. Clearly explain what you mean?</p> <p>6. Provide an example that clearly illustrates your point?</p> <p>Page limit for this section: ONE page for one-day workshops, TWO pages for two-day workshops</p>
<p>7. What would you say is the most important thing that this workshop has taught you that you did not know before?</p> <p>8. How has this workshop helped to expand your understanding of the workings of public policy and/or democratic governance (i.e., the way that we are governed)?</p> <p>9. Provide an example of how you might use what you have learned from this workshop in the future?</p> <p>Page limit for this section: ONE page for one-day workshops, TWO pages for two-day workshops</p>
<p>Due date: All post-workshop exercises are due by 4:30pm seven business days after the workshop is completed.</p>

Post-workshop exercises must be submitted ELECTRONICALLY to the TA at ta.inte398@gmail.com. Hard copies of graded exercises can be picked up from one of the WSSR organizers at the 6th floor coffee room on workshop days (between 8:30am and noon, and between 1:30pm and 3:30pm).



2. Final Recommendation Brief (10%)

Assume that you have been tasked to lead up the team designing the electoral platform for one of the parties running in the fall 2019 federal election.

Congratulations!

The first thing that you have been asked to do by the party leader (you pick the party) is to draft a plan that, if elected, your government will implement in order to improve Canadian democracy-based on what you have learned through your participation in the WSSR-by June 14, 2019.

Marks will be allocated according to how well and completely you respond to the questions that are asked of you. Be sure to pay particular attention to the grading template that is provided (in [APPENDIX C](#)) as it tells you what we will be looking for when marking your assignment. And be sure not to exceed the page limits provided, as any text that you provide that is over the page limits will not be read.

Specific instructions for the final recommendation brief:

Your recommendation brief must include the following:

1. A description of the most critical problem that you think currently faces our country and that we must deal with immediately.
2. An explanation indicating why you think this problem is relevant and important for us to deal with right away.
3. A clear proposal indicating what you think needs to be done and why.
4. A clear step-by-step plan indicating how you think we should proceed. Also include an explanation of why you think your proposal and plan are achievable?
5. A statement outlining any challenges you think might emerge and how they may be dealt with.
6. A clear statement indicating what you think your plan will achieve and specifically how this will help to contend with the critical problem that you are most concerned about.

(Page limit: At least SIX pages but cannot exceed SEVEN pages., 12 pt. font with 1" margins)

Due date: The final recommendation brief is due by 4:30pm on June 14, 2019.

The final recommendation brief must be submitted ELECTRONICALLY to the TA at ta.inte398@gmail.com.

BONUS POINTS

In this course, there will be a series of BONUS opportunities available. These BONUS opportunities provide a safe learning environment where, if you attend you will get BONUS points added to your overall grade simply for taking part. Students are not required to attend and will not lose points for not attending. An email will be sent to all students after May 6th, listing all opportunities and giving you the chance to sign up.

ATTENDANCE

Attendance in each of the workshops you have selected is compulsory. If you do not attend a workshop **in its entirety, you cannot submit a post-workshop exercise for that workshop.**

Also, you must make sure to sign **both the morning and afternoon attendance sheets** during each workshop for your post-workshop exercise to be accepted for grading.

7-DAY LATE PASS PROVISION ("Debit Card")

All students will be given a late pass "Debit Card" which will be kept track of by the Teaching Assistant for this course. This pass provides you with **a total of 7 possible late days without penalty**, to be used over the whole semester. Note that the **expiry date for the "Debit Card" is June 17th**. It cannot be used after this date.

Important: You can use up these 7 days early in the semester or spread them out over the course of the entire term, but remember, if all 7 late days are used up, and your assignment is late, it will no longer be accepted without a doctor's note.



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

Source: http://www.concordia.ca/content/dam/artsci/polisci/wssr/docs/spring2019/spring2019_gomery.pdf



WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

●●● DELIBERATING A PUBLIC AGENDA ●●●
●●● FOR FEDERAL ELECTION 2019 ●●●



WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

●●● DELIBERATING A PUBLIC AGENDA ●●●
●●● FOR FEDERAL ELECTION 2019 ●●●

Corruption and the Media: The Vicious Circle

Honourable John Gomery
Former Superior Court of Quebec Judge and
Public Inquiry Commissioner

May 10, 2019
9:00am – 4:30pm

Summary

In recent months, our news cycle has been inundated with stories of possibly unethical or criminal behavior, allegations of inappropriate pressure, calls for investigations into corruption, and a seemingly endless trail of ethical dilemmas. While the media plays an important role in identifying and drawing the public's attention to bad behavior on the part of elected representatives and governments, this attention may also have serious negative effects on public perceptions of the political process and the players involved. One very important tool for investigating the actions of public officials that is available to our democracy, is the Public Inquiry. Inquiries are designed to gather information and evidence, provide reasoned and well-researched recommendations, and ideally, help to avoid future misconduct or mismanagement that can both negatively affect the institutions and individuals at the very core of our democracy as well as destroy public perceptions. But how effective are these tools? And what consequences do they have on democracy? Honourable Justice John H. Gomery was the Public Inquiry Commissioner responsible for investigating the allegations of corruption and collusion relating to the Sponsorship Program, a scandal that so deeply tarnished the last Liberal government. His mandate also included providing recommendations for future governments to avoid "mismanagement". But how have those recommendations fared? In his workshop, Justice Gomery will explore the impact his Commission had on government administration. He will discuss the fate of some of his recommendations, the ways in which commissions such as his can sift through political rhetoric to get at the root of the problem, as well as how they can help governments to avoid corruption and scandal in the future. Finally, Gomery will tackle the ways in which the media can help rather than hinder the proper functioning of democracy.

Outline

1. Checks and Balances for Democracy: what tools do we have?
 - a. The Media
 - i. How does it help?
 - ii. What are the negative consequences of media attention?
 - b. The Public Inquiry
 - i. What is it?
 - ii. How does it work?
 - iii. Is it effective?
 - iv. The importance of evidence
2. The Gomery Commission
 - a. Who was involved and what were the recommendations?
 - b. What was the impact?
 - c. What were some important lessons learned?
3. Bettering Democracy through Increased Scrutiny
 - a. Tools to sift through the political rhetoric?
 - b. Should there be more inquiries?
 - c. The public, the media, and transparency
 - d. Preserving civil debate
 - e. The paradox of greater transparency

Required Readings*

Government of Canada. 2005. Who is Responsible? Summary Reference Cat. No: CP32-86/1-2005-1 <http://eakc-bec.gc.ca/03/008/029/023008-discussion.html#toc/100/206/201/acc>
<http://eakc-bec.gc.ca/03/008/029/023008-discussion.html#toc/100/206/201/acc>
http://www.concordia.ca/department/summarystudies_full_x01.pdf
 Wilsdon, Tamar. 2003. "Declaration of Independence" in *Commissions of Inquiry: Praise or Reprimand*. (eds) Allan Manson & David Muljan. Toronto: Irwin Law, pp. 301-360. <http://reservec.concordia.ca/ares/ares.dill/blink?144332A>
 Savoie, Donald J. 2003. "Introduction" in *Breaking the Bargain*. Toronto: University of Toronto Press, pp. 3-20. <http://reservec.concordia.ca/ares/ares.dill/blink?1441C261>
 Savoie, Donald J. 1999. "Introduction" in *Governing from the Centre: The Concentration of Power in Canadian Politics*. Toronto: University of Toronto Press, pp. 3-16. <http://reservec.concordia.ca/ares/ares.dill/blink?14EE1592>
 Gomery, 2008. "Transparency and Access to Information". *Journal of Parliamentary and Political Law* 4. <http://reservec.concordia.ca/ares/ares.dill/blink?144P4338>

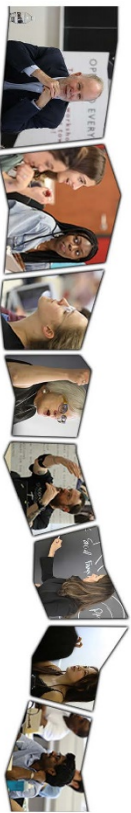
Recommended Readings

Allan Manson & David Muljan. 2003. *Commissions of Inquiry: Praise or Reprimand*. Toronto: Irwin Law, 2003.
 Savoie, Donald J. 2003. *Breaking the Bargain*. Toronto: University of Toronto Press.
 Savoie, Donald J. 1999. *Governing from the Centre: The Concentration of Power in Canadian Politics*. Toronto: University of Toronto Press.

*If you are registered for non-credit and are unable to locate the readings, please contact us at: wssr@concordia.ca

Workshops on Social Science Research (WSSR)

1435 de Maisonneuve W. - H1Z2S 3O
 Montreal, QC H3G 1M8
 Telephone: 514-986-2424 x5473



APPENDIX B

Post-Workshop Exercises – Grading Template

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

Length of each post-workshop exercise	Worth
ONE-DAY Workshops : Total THREE pages (double-spaced, 12 pt. font, 1" margins) → ONE PAGE per SECTION*	15% each
TWO-DAY Workshops : Total SIX pages (double-spaced, 12 pt. font, 1" margins) → TWO PAGES per SECTION*	30% each
Due date: All post-workshop exercises are due by 4:30pm seven business days after the workshop is completed.	

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

Sections & Questions	Grading Key
SUMMARY	/3
1. If you were to summarize the content of this workshop, what would you say was the most important message of this workshop?	I/I= Provides a clear assessment of the most important message and not just a mere description of a part or parts of the workshop. This will require thinking carefully about all of the content provided in the workshop and making sense of what it all means – in aggregate.
2. Why do you think that this is the most important message of the workshop and not just a basic piece of insight?	I/I= Provides a clear explanation/justification for why this is the most important message. This will require clearly outlining the logic behind your selection.
3. Provide an example that clearly illustrates your point?	I/I= Provides a clear example that directly helps to clarify the two responses provided to questions 1 and 2.
IMPLICATIONS	/3
4. Thinking again about the content of the workshop, what do you think it tells us about the current state of public policy and/or democratic governance (i.e., the way that we are governed)?	I/I= Clearly indicates how the content of this workshop speaks about the current workings of public policy and/or democratic governance and what it suggests about the way that we are governed.
5. Clearly explain what you mean?	I/I= Lays out and explains the logic behind the response provided to question 4 in a clear fashion.
6. Provide an example that clearly illustrates your point?	I/I= Provides a clear example that helps to clarify the two responses provided to questions 4 and 5.
VALUE ADDED	/3
7. What would you say is the most important thing that this workshop has taught you that you did not know before?	I/I= States how the content of the workshop has advanced their understanding on the topic of the workshop in a clear way.
8. How has this workshop helped to expand your understanding of the workings of public policy and/or democratic governance (i.e., the way that we are governed)?	I/I= Explains how the content of the workshop and the experience has helped to develop their understanding of how democratic governance and public policy works in a clear fashion.
9. Provide an example of how you might use what you have learned from this workshop in the future?	I/I= Explains and clearly demonstrates the applicability of what they have learned in the workshop.

APPENDIX C

Final Recommendation Brief – Grading Template

Length of the final recommendation brief	Worth
SIX to SEVEN pages (double-spaced, 12 pt. font, 1” margins)	10%
Due date: The final recommendation brief is due by 4:30pm on June 14, 2019	

Make sure to list all the workshops that you attended on the title page. Any text submitted that is over the allotted page limit will not be read. You are permitted to include supplemental materials in appendices (i.e. graphs, tables, bibliography).

Sections	Grading Key
	/12
1. A description of the most critical problem that you think currently faces our country and that we must deal with immediately.	1/1= Clear and specific description of the most critical problem. There should be no question as to what exactly you mean.
2. An explanation indicating why you think this problem is relevant and important for us to deal with right away.	2/2= A clear explanation outlining your logic for why you think this is the most critical problem facing the country currently and why it is necessary to deal with this problem right away. The relevance of the problem should be compelling.
3. A clear proposal indicating what you think needs to be done and why.	2/2= A clear and specific proposal that spells out exactly what needs to be done and the logic behind why it needs to be done immediately.
4. A clear step-by-step plan indicating how you think we should proceed. Also include an explanation of why you think your proposal and plan are achievable?	3/3= A clear and specifically targeted plan to contend directly with the problem that has been identified. Also a solid justification for why the proposal and plan provided are doable and more likely to succeed than fail.
5. A statement outlining any challenges you think might emerge and how they may be dealt with.	2/2= Thoughtful consideration and presentation of the core challenges that are most likely to emerge and a well thought-out and realistic response to how those challenges should be handled.
6. A clear statement indicating what you think your plan will achieve and specifically how this will help to contend with the critical problem that you are most concerned about.	2/2= A well thought-out and described outcome complete with the underlying logic for why your plan should succeed in providing a direct and compelling response to the critical problem that you have identified.