POLI489/4/E

Advanced Undergraduate Seminar in Democratic Governance and Public Policy

Concordia University
Winter 2017
January 20th – April 21st, 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
Email:	mebs.kanji@concordia.ca
Teaching Assistant:	Vincent Giannini
Office Hours:	Tuesdays 5:35pm-6:35pm, Fridays 12:15pm-12:45pm
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WSSR Coordinator:	Kerry Tannahill (for all workshop related questions)
Phone:	514-848-2424 (ext: 7854)
Office:	H1225.30
Email:	wssr@concordia.ca

Please note, that there will be orientation sessions held on Friday January 20th from 10am to 4pm in room H-1226. During these sessions, 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 12:45-1:30pm.

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 January through April 2017 for credit.

The WSSR are intensive short learning experiences designed 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 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 January 22nd.

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

January 27th - *Electoral and Democratic Reform* - Jean-Pierre Kingsley, Former Chief Electoral Officer of Canada

January 27th - *Multiculturalism versus Group Pluralism* - Dr. Avigail Eisenberg**,** Professor, University of Victoria

February 3th - *The Parliamentary Process: Looking Back at the Last 150 years* - Honourable Don Boudria, Former Government House Leader

February 3th - *Preparing for the May 9, 2017 Provincial General Election: Managing a Successful Democratic Event* - Dr. Keith Archer, Chief Electoral Officer of British Columbia

February 10th - *An Independent Senate in the Canadian Democratic System: What does it mean and how will it work?* - Honourable Senator James S. Cowan, Senate Liberal Leader

February 10th - *How Should we Govern in a Multicultural and Democratic Society: What Policy Mix is Necessary?* - Dr. Matteo Gianni, Associate Professor, University of Geneva

February 17th - *Making Our Democratic System of Governance more Prudent and Efficient* - Michael Ferguson, Auditor General of Canada

March 3rd - *Making Good Energy Policy: Is it possible in Canadian democracy?* - Honourable Stockwell Day, Former President of the Treasury Board

March 3rd - *Parliamentary Reform: Do we need it? What would it look like?* - Honourable Senator Joan Fraser, Chair of the Senate Standing Committee on Rules, Procedures and the Rights of Parliament

March 10th - *The Future of the Liberals in Canadian Democracy, Under Trudeau* - Amanda Alvaro, Founder of Pomp & Circumstance

March 10th - *Evaluating Canada's Response to the Syrian Refugee Crisis* - Honourable Michelle Rempel, Member of Parliament, Calgary Nose Hill

March 17th - *Avoiding Corruption and Scandal in the Future: Lessons to Learn from Gomery* - Honourable John H. Gomery, Former Superior Court of Quebec Judge and Public Inquiry Commissioner

March 24th - *The Political Theory of Trust and Distrust in Diverse Democracies* - Dr. Patti Tamara Lenard, Associate Professor, University of Ottawa

March 24th - *Brexit: Why It Happened and What It Means for Democracies Like Canada* - Dr. Harold Clarke**,** Ashbel Smith Professor, University of Texas at Dallas

March 30th & 31st - *Reconstituting Liberal Democracy* - Lord Bhikhu Parekh, Emeritus Professor of Political Philosophy & Member of the House of Lords, UK

April 7th - *Making Fiscal Policy in Canadian Democracy: What makes good 'cents'?* - Kevin Page, Former Parliamentary Budget Officer

WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

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

Reading lists for each workshop will be posted on the WSSR website on the description page for each workshop. **Please be sure to check the WSSR website regularly for updates: 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 cumulative report.
1. Post-Workshop Summaries (50%)
    For each workshop that you take, you will be required to submit a post-workshop summary for evaluation. You will be required to submit a total of <u>six</u> workshop summaries.

Length of each workshop summary	Worth	Due date *
Two double spaced pages	First <u>two</u>: **5% each** Remaining <u>four</u>: **10% each**	By 5pm **five** working days after the workshop is completed

Summaries must be submitted in person to Dr. Mebs Kanji (please use 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.

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 about 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 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 (50%)
    At the end of the term (on April 21st, 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 50% of your total grade.
    The final report can be submitted in person to Dr. Mebs Kanji (please use 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:
    Based on 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 these post-workshop summaries 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, 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 assignment completed by another student. It might be a paper purchased through one of the 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

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SAMPLE – Outline and Reading List

Multiculturalism and Group Diversity
Dr. Avigail Eisenberg
Professor, University of Victoria
January 27, 2017
9:00am – 4:30pm

<u>Outline</u>
- What is distinctive about Canada's multiculturalism?
- What are the some of the key principles of multiculturalism?
- What does multiculturalism require political and legal institutions to do?
- What's the difference between multiculturalism and the kind of group recognition sought by some Indigenous peoples in Canada?
- What does decolonization require of political institutions? How is this different from what multiculturalism requires?

<u>Required Readings</u> (items are available* at https://reserves.concordia.ca/)

Song, Sarah (2016). Multiculturalism. *The Stanford Encyclopedia of Philosophy*
  https://plato.stanford.edu/entries/multiculturalism/

Coulthard, Glen (2014) "Place Against Empire" in *Recognition versus Self-Determination* (eds) Eisenberg, Avigail;
  Webber, Jeremy; Coulthard, Glen & Boisselle, Andree. Vancouver: UBC Press. pp. 147-173
  (ON HOLD Webster Course Reserve Room - 1 day -- POLI 489)

Sheppard, Colleen. (2013) Indigenous Peoples in Canada: Understanding Divergent Conceptions of Reconciliation
  Policy brief prepared for AANDC.
  https://www.mcgill.ca/isid/files/isid/pb_2013_04_sheppard.pdf

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

WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

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. You will be required to submit a total of <u>six</u> workshop summaries.

Length of each workshop summary	Worth	Due date
Two double spaced pages	First <u>two</u>: **5% each** Remaining <u>four</u>: **10% each**	By 5pm **five** working days after the workshop is completed

Objectives	Grading Key
1. <u>Summarize</u> what you have learned by attending the workshop (no more than one third of the total length of the assignment) – Provide an <u>analysis</u> and <u>synthesis</u> 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	<u>Summary (/3)</u> 1/3=provides basic description of workshop 2/3=provides some analysis 3/3=provides clear synthesis, reasoning, and examples
2. What are the <u>implications</u> of what you have learned about 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 (don't provide just a statement or description) – Provide a clear analysis, reasoning and examples	<u>Implications (/3)</u> 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	<u>Value Added (/3)</u> 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 April 21st, 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 50% of your total grade.

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

Based on 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.

Please employ the following template when completing your final report	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: 1/3=Problem 1/3=Purpose 1/3=Relevance
2. Review (*Use sources and examples*) – 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 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

WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH