WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

POLI489/4/J and WSDB 498/4/J

Advanced Undergraduate Seminar in
Democratic Governance and Public Policy
Concordia University
Winter 2018
January 12th – April 13th, 2018

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:	Anna Calderon
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WSSR Coordinator:	Kerry Tannahill (for all workshop related questions)
Phone:	514-848-2424 (x7854 or x5473)
Office:	H1225.30
Email:	wssr@concordia.ca

Please note, that there will be an orientation session held on Friday September 12th 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 January through April 2018 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.

The following is a listing of the workshops and bonus event offered for credit during the Winter 2018 term:

# of Credits	Workshop

Workshops on *Democratic Governance & Public Policy*

0.5 credits	January 19 - *The Future of Canada's Left: What is the best case scenario?* with **Ian Capstick**, Founder, MediaStyle
0.5 credits	January 19 - *Brexit and Trump: Populism at the polls* with **Dr. Harold Clarke,** Ashbel Smith Professor, University of Texas at Dallas
0.5 credits	February 2 - *Preparing for Election 2019: Key priorities for fairness and representative engagement?* with **Jean-Pierre Kingsley**, Former Chief Electoral Officer of Canada
0.5 credits	February 9 - *Should the State Tell Us What to Believe and Wear?* with **Dr. Matteo Gianni**, Associate Professor, University of Geneva
0.5 credits	February 16 - *Is Parliamentary Reform Necessary?* with **Honourable Don Boudria**, Former Government House Leader
0.5 credits	March 9 - *Do Public Inquiries Improve Democracy?* with **Honourable John H. Gomery**, Former Superior Court of Quebec Judge and Public Inquiry Commissioner
0.5 credits	March 9 - *The Future of Energy Politics in Canada: What might we expect?* with **Honourable Stockwell Day**, Former President of the Treasury Board
0.5 credits	March 16 - *Teaching Strong Democracy: Education and political commitments* with **Dr. Trevor Norris**, Associate Professor, Brock University
0.5 credits	March 23 - *Is Deficit Spending Responsible?* with **Kevin Page**, Former Parliamentary Budget Officer
0.5 credits	April 6 - *The Path to Preventing Genetic Discrimination: Understanding and learning from the legislative process of Bill S-201* with **Honourable James Cowan**, Former Nova Scotia Senator and Senate Liberal Leader
0.5 credits	April 13 - *Electoral Politics during a Minority Government: The case of BC* with **Dr. Keith Archer**, Chief Electoral Officer of British Columbia

Workshops on *Social Justice*

0.5 credit	March 2 - *Two Spirited People in Today's World* with **Diane Labelle,** Director of First Nations Regional Adult Education Center
1 credit	March 16-17 - *Cause Lawyering: Theory and practice* with **Benjamin Prud'homme**, Associate, Robinson Sheppard Shapiro

% Bonus	Event
3 %	March 22 - *A New Quebec: The future of the independence movement* An Evening with…Véronique Hivon, Porte-Parole de l'Opposition Officielle en matière de Justice, de Famille et de Soins de fin de vie Register here: http://bit.ly/hivon2018

Important: Any changes in workshop selections must be made by email to wssr@concordia.ca prior to 11:59pm on January 23, 2017 and proper justification is required.

<u>REQUIRED READINGS</u>

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

<u>GRADING</u>

Your grade for this course will be determined by your performance on several post-workshop summaries and a final report.
1. 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% 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		

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 (note that there will be no registration desk on January 26th, February 23rd and March 30th)

*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 <u>both the morning and afternoon attendance sheets</u> during each workshop for your summary to be accepted for grading.

<u>The general objectives of these summaries are as follows:</u>
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 April 27th, 2018 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.

   Note: There will be an orientation workshop on strategies for completing this final report on March 8th in H1220 (Session 1 9:00am-12:00pm; Session 2 1:30pm-4:30pm). Students will be sent an email in which they will be given the choice to attend either Session 1 or Session 2.

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.

SAMPLE – Outline and Reading List

Concordia University | FACULTY OF ARTS AND SCIENCE

WSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

Brexit and Trump: Populism at the polls
Dr. Harold Clarke
Ashbel Smith Professor, University of Texas at Dallas
January 19th, 2018
9:00am – 4:30pm

Workshop Outline

This workshop will explore the forces that produced the historic "Brexit" decision in Britain in the spring of 2016 and consider the extent to which these forces are also present in other major democracies. Clarke will take participants through some of the results of large representative national surveys conducted by him and his colleagues and will discuss the various factors responsible for the rise of populist nationalist movements such as the United Kingdom Independence Party (UKIP) in Britain and Donald Trump's victory in the 2016 US presidential election.

According to Dr. Clarke's important research, populism at the polls is a trend that is not likely to dissipate anytime soon. Join Dr. Clarke to discuss why this is occurring and what we can continue to expect in the future.

Required Readings*

Harold D. Clarke, Matthew Goodwin and Paul Whiteley. (2017). "Why Britain Voted for Brexit: An Individual-Level Analysis of the 2016 Referendum Vote." *Paper Presented the Elections, Public Opinion and Parties Conference, Canterbury: University of Kent*, September 10, 2016.
https://blogs.kent.ac.uk/epop/files/2016/07/Clarke-Goodwin-and-Whiteley.pdf

Harold D. Clarke, Paul Whiteley, Walter Borges, David Sanders and Marianne Stewart. (2016) "Modelling the Dynamics of Support for a Right-Wing Populist Party: The Case of UKIP." *Journal of Elections, Public Opinion and Parties* 26: 135-54. http://0-dx.doi.org.mercury.concordia.ca/10.1080/17457289.2016.1146286

Harold D. Clarke. (2015) "A Tea Party in the Pub: UKIP and the Rise of Right-Wing Populism in Britain."
http://reserves.concordia.ca/ares/ares.dll?Action=10&Type=14&Value=14EEECAE

Harold D. Clarke. (2016) "Hillary Meets the American Voter." *Journal of Electoral Studies*, Nov. 16.
http://reserves.concordia.ca/ares/ares.dll?Action=10&Type=14&Value=14EEECB0

Harold D. Clarke, Jason Reifler, Thomas J. Scotto and Marianne C. Stewart. (2016). "It's Spring Again! Voting in the 2015 Federal Election." In *The Canadian Federal Election of 2015*. eds. Jon H. Pammett and Christopher Dornan. Toronto: Dundurn Press.
http://0-www.deslibris.ca.mercury.concordia.ca/ID/450485

Workshops on Social Science Research (WSSR)
1455 de Maisonneuve W. – H1225.30
Montreal, Qc H3G 1M8
Telephone: 514-848-2424 x7854, x5473

Source: http://www.concordia.ca/cuevents/artsci/polisci/wssr/2018/01/19/clarkeworkshop.html?c=artsci/polisci/wssr/workshops/winter-2018

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**
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.

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 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
	<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

VVSSR WORKSHOPS ON SOCIAL SCIENCE RESEARCH

Appendix C

Final Report – Specific Guidelines

At the end of the term (on April 27th, 2018 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.

Please employ the following template when completing your final report. Please double-space and use 12 pt. font and 1" margins.	Grading Key

1. <u>Introduction</u>
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?)
	<u>Introduction (/3)</u>
	Provides clear introduction and includes each of the following:
	   1/3=Problem
	   1/3=Purpose
	   1/3=Relevance

2. <u>Review</u> (*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?	<u>Review (/3)</u> 1/3=weak review (covers one aspect) 2/3=satisfactory review 3/3=excellent review (covers all necessary aspects)
3. <u>What I propose</u> What are you proposing to better the situation or problem that you have identified? – Present reasoning, evidence, analysis and examples	<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
4. <u>Potential Challenges</u> What are some potential challenges that may be faced through the implementation of your proposal?	<u>Challenges (/3)</u> 1/3=simply states challenges 2/3=also provides some reasoning 3/3=also provides evidence and examples
5. <u>Conclusion</u> 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	<u>Conclusion (/3)</u> 1/3=states key conclusions 2/3=states how this betters the problem 3/3=provides implications

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