



## POLI 683/I/AA

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

Concordia University - Spring 2019

May 6<sup>th</sup> – May 30<sup>th</sup>, 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](mailto: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.POLI683@gmail.com](mailto:ta.POLI683@gmail.com)

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

**Please note, that there will be an orientation session held on Monday May 6<sup>th</sup> 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 participate in a selection of the Workshops on Social Science Research (WSSR) from May 7<sup>th</sup> to May 30<sup>th</sup>.

The WSSR 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.

All graduate students must attend a minimum of two (2) days' worth of "Evidence-based Research" workshops selected from either the Quantitative Research Methods section OR the Qualitative Research Methods section. The remaining four (4) days can be selected from any section.

### **Spring 2019 Workshops** (All workshops run from 9:00am-4:30pm)

#### Democratic Governance, Public Policy, Social Justice & Normative Considerations

- 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

#### Evidence-based Research (Quantitative Research Methods)

- May 09-10 - Introduction to Quantitative Analysis** with Dr. Mebs Kanji, Associate Professor and Kerry Tannahill, PhD Candidate, Concordia University
- May 16-17 - Introducing Hierarchical Modelling** with Dr. Jeff Gill, Distinguished Professor of Government, Professor of Statistics, and Member of the Center for Behavioral Neuroscience, American University
- May 21-22 - Mining the Social Web** with Dr. Mikhail Klassen, Data Scientist, Astrophysicist, Co-Founder and Chief Technology Officer at Paladin AI

#### Evidence-based Research (Qualitative Research Methods)

- May 13 - Semi-Structured Interviews** with Sébastien Dallaire, Senior Vice President and General Manager for Quebec, Ipsos Canada
- May 21-22 - Working with Concepts in the Social Sciences** with Dr. Frederic Schaffer, Professor, Political Science, University of Massachusetts Amherst
- May 23-24 - Case Studies for Policy Analysis** with Dr. Derek Beach, Professor, Political Science, University of Aarhus
- May 27-28 - Thinking Qualitatively: Introduction to qualitative-interpretive methods** and
- May 29-30 - Discourse Analysis** with Dr. Lea Sgier, Senior Lecturer, Political Science, University of Geneva, Senior Researcher, Social Work, University of Applied Sciences and Arts HES-SO

**Important: Any changes in workshop selections must be made by email to [wssr@concordia.ca](mailto: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. 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** (Refer to Appendix A, for a sample workshop outline).

**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 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)	<b>10% each</b>
Two-day workshop	Four pages (double-spaced, 12 pt. font, 1" margins)	<b>20% each</b>
<b>Due date:</b> All summaries are due by 4:30pm <b>seven days</b> after the workshop is completed (including the weekend)		

Summaries must be submitted ELECTRONICALLY to the TA at [ta.poli683@gmail.com](mailto:ta.poli683@gmail.com). Hard copies of grading keys for the summaries can be picked up from one of the WSSR organizers at the 6<sup>th</sup> floor coffee room on workshop days (between 8:30am and noon, and between 1:30pm and 3:30pm).

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, public policy and/or research methodology?
3. 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 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%)

On June 14<sup>th</sup>, 2019, by 4:30pm, you will be required to submit an ELECTRONIC COPY of your final report (**no more than 20-25 double-spaced pages**) to the TA at [ta.poli683@gmail.com](mailto:ta.poli683@gmail.com).

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.**

**Note: There will be an orientation workshop on strategies for completing this final report on May 28<sup>th</sup> in H607 (12:00pm-1:30pm).**



## **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 summary for that workshop.**

Also, it is your responsibility to sign **both the morning and afternoon attendance sheets** during each workshop for your post-workshop summary 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](http://www.concordia.ca/content/dam/artsci/polisci/wssr/docs/spring2019/spring2019_gomery.pdf)



#### 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

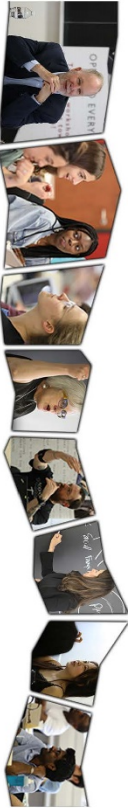
#### Summary

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 this 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's Responsible? Summary Reference*. Ctr. No: CP32-86/1-2005-1  
[http://elpe.bec-bec.gc.ca/003/0208/079/020208-dtschmtr.html?lang=1100226/301/pece-1&document=1100226/301/pece-1](http://elpe.bec-bec.gc.ca/003/0208/079/020208-dtschmtr.html?lang=1100226/301/pece-1&document=1100226/301/pece-1&document=1100226/301/pece-1)
- Witson, Tanner. 2003. "Declaration of Independence" in *Commissions of Inquiry: Praise or Reproache*. (eds) Allan Hanson & David Mulian, eds. Toronto: Irwin Law, pp. 301-360.
- <http://reserves.concordia.ca/ares/ares.dll?link144352AE>
- Savoie, Donald J. 2003. "Introduction" in *Breaking the Bargain*. Toronto: University of Toronto Press, pp. 3-20.
- <http://reserves.concordia.ca/ares/ares.dll?link1441C261>
- 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://reserves.concordia.ca/ares/ares.dll?link14EE1599>
- Gomery, 2008. "Transparency and Access to Information". *Journal of Parliamentary and Political Law* 4. <http://reserves.concordia.ca/ares/ares.dll?link144B3138>

#### Recommended Readings

- Allan Hanson & David Mulian. 2003. *Commissions of Inquiry: Praise or Reproache*. 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, please contact us at [wssr@concordia.ca](mailto:wssr@concordia.ca)

Workshops on Social Science Research (WSSR)

1455 de Maisonneuve W. – H12S 3D

Montreal, QC H3G 1R8

Téléphone: 514-986-2474 x5473





## 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
<b>Due date:</b> All summaries are due by 4:30pm <b>seven days</b> after the workshop is completed (including the weekend)		

**\*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) <ul style="list-style-type: none"> <li>– Provide an <u>analysis</u> and <u>synthesis</u> of what is key, along with examples; <b>not a mere description of what happened in the workshop</b></li> <li>– Careful thought-out assessment of the core message that the workshop is trying to convey, providing clear reasoning and examples</li> </ul>	<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, public policy and/or research methodology? <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? (do not provide just a statement or description)</li> <li>– Provide a clear analysis, reasoning and examples</li> </ul>	<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, public policy and/or research methodology. <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>	<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
4. Use of <u>assigned readings</u> : <ul style="list-style-type: none"> <li>– In this summary, be sure to utilize the assigned workshop readings and any additional sources that you deem necessary.</li> <li>– All sources must be properly cited.</li> </ul>	<u>Use of Readings (/3)</u> 1/3=minimal use of readings 2/3=effective use of readings 3/3=effective use of readings <u>and</u> additional sources



## Appendix C

### Final Report – Specific Guidelines

On June 14, 2019, by 4:30pm, 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 list all the workshops that you attended on the title page. Any report 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).**

Core Objective: Inspired by what you have learned through your participation in the WVSSR, 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 (Potential sources)</u></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 necessary 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> <li>– You are expected in this section to provide some <i>primary</i> analysis using the techniques learned in your WVSSR workshop(s)</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? How might you deal with these challenges?</p>	<p><u>Challenges (/3)</u> 1/3=simply states challenges 2/3=also provides some reasoning/logic 3/3=also provides evidence, examples and ways of dealing with the challenges</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 challenges</li> <li>– Clearly relate findings to the problem that you have identified</li> <li>– Discuss the conclusions and implications of what you have learned and what you propose for future generations</li> </ul>	<p><u>Conclusion (/3)</u> 1/3=states key findings/challenges 2/3=states how this betters the problem 3/3=provides conclusions and implications</p>