

## INTE 498/4/D

### Workshops on Social Science Research Advanced Seminar Concordia University - Winter 2020 January 17<sup>th</sup> – April 3<sup>rd</sup>, 2020

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

**Course Coordinator:** **Mebs Kanji (WSSR Director)**  
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**WSSR Coordinator:** **Kerry Tannahill (for workshop related questions)**  
Email: [wssr@concordia.ca](mailto:wssr@concordia.ca)

**Please note, that there will be an orientation drop-in session held on Friday, January 17<sup>th</sup> from 1:30pm-3:30pm in MB 9<sup>TH</sup> FLOOR. During this session, students will 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 January 17<sup>th</sup> to April 3<sup>rd</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 workshops run from 9:00am-4:30pm, with lunch from noon to 1:30pm)**

- January 24** – *The Challenges of Gender Mainstreaming in a Diverse World* with Dr. Olena Hankivsky, Professor and Director of the Institute for Intersectionality Research and Policy, Simon Fraser University
- February 7** – *How Parliament Works and Are Reforms Necessary?* with Honourable Don Boudria, Former Minister of Public Works and Government Services and Government House Leader
- February 14** – *Public Opinion and Polling: Is Western alienation for real?* with Janet Brown, Pollster and Political Commentator
- February 21** – *Women in Politics* with Dr. Shannon Sampert, Communications Consultant, Columnist and Owner of Media Diva
- February 21** – *Intersectional Perspectives: Race, Class, and Gender in Contemporary Social Life* with Dr. Lakshmi Jayaram, Senior Policy Fellow, School of Public Policy, University of Maryland-Baltimore County
- March 6** – *Community Identity and Political Behavior* with Dr. Mary R. Anderson, Chair/Associate Professor, Political Science, University of Tampa
- March 13** – *Poor Participation* with Dr. Thomas Bryer, Professor, Public Administration, Doctoral Program in Public Affairs, University of Central Florida
- April 3** – *Money Matters: Fiscal Performance and Minority Governments* with Kevin Page, Former Parliamentary Budget Officer of Canada

**Important: With proper justification, changes in workshop selections may be considered until January 17th at 11:59pm. If you wish to make changes to your workshops, please send an email to [wssr@concordia.ca](mailto:wssr@concordia.ca) with your revised list and justification for the change. If there are spaces remaining, we will do our best to accommodate your request. After January 17th, no workshop changes will be permitted unless proper documentation is provided (i.e. a doctor's note), or if new workshops are added to the program.**

## 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/WSSRwinter2020>

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 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.

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

Post-workshop summaries must be submitted ELECTRONICALLY to the TA at [ta.inte498@gmail.com](mailto:ta.inte498@gmail.com). Graded post-workshop summaries will be returned electronically.

The general objectives of these post-workshop 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 social justice?
3. Evaluate the added value of what you have learned for your current understanding of democratic governance, public policy, and/or social justice.

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 **April 21st, 2020**, by 4:30pm, you will be required to submit an ELECTRONIC COPY of your final report (**no more than 10-15 double-spaced pages**) to the TA at [ta.inte498@gmail.com](mailto:ta.inte498@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) the quality of life of Canadian citizens.

**More specific guidelines for the final report can be found in Appendix C.**

## **BONUS POINTS**

In this course, there will be an opportunity to earn and add some bonus points to your overall grade simply by taking part in a BONUS workshop and/or talk. Students are not required to attend and will not lose points for not attending. An email will be sent to all students after January 17<sup>th</sup> providing you with more details and an opportunity to sign up.

**Important: If you sign up for a BONUS session but do not show up or fail to advise us at least 24 hours in advance of your absence (by email to [wssr@concordia.ca](mailto:wssr@concordia.ca)), you will be NOT be permitted to attend any further BONUS sessions. If you have signed up for additional sessions, you will be automatically deregistered from those sessions. Exceptions to this rule will be made ONLY if a doctor's note is provided.**



## **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 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 tracked by the TA for this course. This pass provides you with **a total of 7 possible late days without penalty**, to be used over the ENTIRE semester. **The expiry date for “Debit Card” is April 24<sup>th</sup>.** It cannot be used after this date.

**NB:** You can use up these 7 days early in the semester or spread them out over the term. 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 or demonstrated extenuating circumstances.

## **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/winter2020/winter2020\\_boudria.pdf](http://www.concordia.ca/content/dam/artsci/polisci/wssr/docs/winter2020/winter2020_boudria.pdf)



### How Parliament Works and Are Reforms Necessary?

**Honourable Don Boudria**

Former Minister of Public Works and Government Services and  
Government House Leader

February 7, 2020

9:00am – 4:30pm

#### Summary

This workshop will provide you with many inside details on parliamentary process and procedures. It will cover the structure of Parliament, how laws are made, and what potential reform could bring.

Television might show you fiery exchanges from the most recent Question Period. But what really goes on in Parliament? And how might our legislatures work better?

The Honourable Don Boudria comes as a seasoned politician with over 20 years of experience, ready to take you on an insightful journey that explains the workings of Canada's federal legislature and the ways in which proposed reforms might help or hinder parliament as we know it today.

#### Outline

**Purpose:** The purpose of this workshop is to introduce students to parliamentary processes and procedures and familiarize them with Parliament's roles and responsibilities. With this information, participants will be better prepared to evaluate some of the recommendations for reform put forth in recent years.

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

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

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

##### 3. Party discipline

- Do MPs need more freedom from their Party Whips?

##### 4. Parliamentary Reforms

- Is Parliament broken?
- What is its future?

#### Required Readings

Rathgeber, Brent (2017) "When it comes to parliamentary reform, everyone's a hypocrite". *iPolitics*.

<https://ipolitics.ca/2017/04/12/when-it-comes-to-parliamentary-reform-everyones-a-hypocrite/>

Wherry, Aaron (2017) "Regardless of electoral reform, it might be time to change Parliament". *CBC News*.

<http://www.cbc.ca/news/politics/wherry-parliament-reform-1.3955247>

And review the following:

Forsey, Senator Eugene A. *How Canadians Govern Themselves*. © The Majesty her Queen in Right of Canada, 1980. <https://lop.parl.ca/About/Parliament/senatoreugeneforseys/book/chapters-e.html>

#### Recommended Readings

Aucoin, Peter and Lori Turnbull (2003) "The democratic deficit: Paul Martin and parliamentary reform" *Canadian Public Administration*, 46: 427-449. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1754-7121.2003.tb01586.x>

Thomas, Paul G. (2010) "Parliament and Legislatures: Central to Canadian Democracy?" in *The Oxford Handbook of Canadian Politics*, John C. Courtney and David E. Smith (eds.). New York: Oxford University Press, pp. 153-171. <http://reserves.concordia.ca/ares/ares.dll/plink?14EF21A0>

\*If you are registered for non-credit and are unable to locate these readings, please contact us at [wssr@concordia.ca](mailto:wssr@concordia.ca)

## 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.

<b>Length of each post-workshop summary</b>	<b>Worth</b>
Two pages (double-spaced, 12 pt. font, 1” margins)	<b>10% each</b>
<b>Due date:</b> All post-workshop 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.**

General Objectives and Specific Guidelines	Grading Key
<p><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>• Careful thought-out assessment of the core message that the workshop is trying to convey</li> <li>• <b>Do not provide just a description</b></li> <li>• Provide a clear analysis, reasoning and examples</li> </ul>	<p><u>Summary (/3)</u>            1/3=provides a basic description            2/3=provides some analysis and reasoning            3/3=provides a clear analysis, reasoning, and examples</p>
<p>What are the <u>implications</u> of what you have learned for democratic governance, public policy and/or social justice?</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 social justice</li> <li>• <b>Do not provide just a description</b></li> <li>• Provide a clear analysis, reasoning and examples</li> </ul>	<p><u>Implications (/3)</u>            1/3=provides a basic description            2/3=provides some analysis and reasoning            3/3=provides a clear analysis, reasoning and examples</p>
<p>Evaluate the <u>added value</u> of what you have learned for your current understanding of democratic governance, public policy and/or social justice.</p> <ul style="list-style-type: none"> <li>• What was your understanding before attending this workshop</li> <li>• How has this workshop contributed to that understanding</li> <li>• Provide a clear analysis, reasoning and examples</li> </ul>	<p><u>Value Added (/3)</u>            1/3=provides a basic description            2/3=provides some analysis and reasoning            3/3=provides a clear analysis, reasoning and examples</p>
<p>Use of <u>assigned readings</u> and <u>additional sources</u>:</p> <ul style="list-style-type: none"> <li>• In this post-workshop 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>	<p><u>Use of Readings (/3)</u>            1/3=minimal use of assigned readings            2/3=effective use of assigned readings            3/3=effective use of assigned readings <u>and</u> additional sources</p>

# APPENDIX C

## Final Report – Specific Guidelines

<b>Length of the final report</b>	<b>Worth</b>
No more than TEN to FIFTEEN pages (double-spaced, 12 pt. font, 1” margins)	<b>40%</b>
<b>Due date:</b> The final report is due by 4:30pm on <b>April 21, 2020</b>	

**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).**

Core Objective: Inspired by what you have learned through your participation in the WSSR, discuss and demonstrate how future generations might improve (or contribute to) the quality of life of Canadian citizens.

<b>Please employ the following template when completing your final report. Please double-space and use 12 pt. font and 1” margins.</b>	<b>Grading Key</b>
<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> </ul>	<p><u>What I propose (/3)</u>            1/3=simply states what is being proposed            2/3=also provides some reasoning and evidence            3/3=also provides analysis and examples</p>
<p>4. <u>Potential Challenges</u>            What are some potential challenges that may be faced during 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 relating to the potential effects of the challenges            3/3=also provides ways and examples 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>