

# **INTRODUCTION TO GOVERNANCE**

## ***GOVERNANCE, LEADERSHIP, AND ETHICS 2001F***

### **Fall 2018**

Instructor: Dr. Bradford

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Office hours: Tuesdays 11:30-12:30 & Thursdays 12:00-1:00

Course Time: Tues: 10:30-11:30/Thurs: 9:30-11:30 HUC W8

### **COURSE PLAN**

The idea and practice of governance has become a central theme in 21<sup>st</sup> century public, private, and community decision-making. Governments, corporations, and voluntary organizations all find themselves cross-pressured by divergent values and conflicting interests while grappling with problems of increasing technical complexity and social diversity. In such turbulent environments, “no one is in charge or has the answer” -- all actors and organizations need to work together to tackle shared problems. Yet, collaboration is rarely easy or fast. The study of Governance examines collaborative processes in different institutional settings from the local to the global, and through various disciplinary lens. Governance research is critically engaged: it asks *whether, how, and how well* today’s “grand challenges” in the economy, society, and environment are addressed through multi-sectoral collective action.

This course provides students with a comprehensive introduction to the theory and practice of contemporary governance. Beginning with a conceptual overview of key theories and models, the course transitions to a series of practical applications that explore “governance in action”. Case examples are drawn from the two overarching governance contexts: public policy (eg. “wicked problems”) and democratic politics (eg. “civic engagement”). Through both classroom discussion and independent research, students are encouraged to make connections -- and explore tensions -- between governance ideals and real-world practice.

### **LEARNING OBJECTIVES**

Governance, Leadership, and Ethics 2001F has four major learning objectives. First, it provides students with a comprehensive introduction to the field of Governance studies with a focus on public policy, democratic politics, and organizational decision-making. Students will gain understanding of critical concepts such as collaboration, institutional design, multi-level and inter-sectoral leadership, and learn to creatively compare or combine different disciplinary perspectives on governance. Second, the course supplies teaching support and research opportunity for students to test governance theories through case studies. Students will conduct their own studies of governance experiments in a country and sector of their choice, critically

analysing collaborative processes and collective outcomes. Third, the course provides class time for students to share their research in mutually supportive Research Roundtables to enable project refinement through constructive feedback. Fourth, the course helps build the intellectual foundation for students in Huron's Governance, Leadership, and Ethics Major, offering insight into the governance, leadership, and ethics sub-themes and preparing students for more specialized courses in each.

## **REQUIRED BOOKS**

Kirk Emerson and Tina Nabatchi. 2015. *Collaborative Governance Regimes*. Georgetown University Press.

Henry Tam. 2018. *Time to save democracy: How to govern ourselves in the age of anti-politics*. Policy Press/University of Chicago

## **ASSIGNMENTS**

### **1. Literature Reflection: 15%**

Students will write a 4 double-spaced page (approximately 1,000 words) commentary on the first four weeks of readings/discussion. The Literature Reflection will be more a personal commentary based how the course material is "speaking to you" rather than a factual replay of the contents. In other words, ask yourself questions along the following lines: what strikes me as particularly interesting or surprising or problematic in the governance approach? are there topics or themes that speak to my personal experience or intellectual vision? from your perspective, are there particular theories or perspectives that seem notably compelling or misguided?

You must conclude your Literature Reflection by indicating the subject area that will be the focus of your research essay (see below the four governance case study categories). You may not yet know the precise topic but you will have an idea of where your interests lie and the general direction of the proposed research. Briefly state these at the end of your Literature Reflection.

### **Research Essay: 40%**

Students will prepare an 8/9 double-spaced page (2,000-2,500 words) research essay on a governance topic of their choosing. The topic will involve selecting a real world "governance challenge" similar to those that are illustrated in the Emerson and Nabatchi volume or the Tam book. The essay will feature a governance case study, applying insights from the Emerson and Nabatchi policy governance framework and/or the democratic governance framework of Tam to structure the narrative.

Your essay will be organized under the following sub-headings with suggested prompts:

**Introduction** (the governance challenge at issue and the case study in focus)

1. *Drivers of Governance* (what are the background problems/conditions/triggers that motivate a governance approach?)
2. *Governance Leadership* (who takes the initiative and how do they define the shared mission and mobilize partners, what resources are made available, what are the goals of governance?)
3. *Governance Dynamics* (how is the process playing-out, what strategies, mechanisms, and projects are evident?)
4. *Assessing Governance* (have the partners and the process delivered collective results, are there failures or limitations?)

**Conclusion** (what lessons can be drawn from your case study about the prospects and problems of governance in solving 21<sup>st</sup> century “grand challenges”?)

### **Sample Topics for Case Study Selection**

- **Social Governance**

Homelessness

Neighbourhood Revitalization

Immigrant Settlement

Inter-cultural Understanding

Poverty Reduction

- **Economic Governance**

Community Economic Development

Worker Cooperatives

Technology Innovation Districts

Participatory Budgeting

Cross-border Collaboration

- **Environmental Governance**

Ecosystem Protection

Brownfield Remediation

Resource Renewal

Climate Change Collaboration

Public Health Networks

- **Democratic Governance**

Civic Education

Deliberative Democracy

Restorative Justice

Truth and Reconciliation

Civic Renewal Programs

**2. Student Engagement: 10%**

Classroom discussion (you need to show up to engage) and Research Roundtable (present and respond)

**3. Final Exam: 35%**

In the December exam period.

**PART 1: GOVERNANCE ON THE AGENDA**

**Week 1 (September 11-13) The Rise of Governance: A 21<sup>st</sup> Century Mission**

Emerson and Natabachi “Introduction: Stepping In – The Context for Collaborative Governance”

Tam “Introduction: Democracy in Distress”

**Week 2 (September 18-21) Governance Tracks: Policy and Democracy**

Emerson and Natabachi “Collaborative Governance and Collaborative Governance Regimes”

Tam “Why We Need Democracy”

3<sup>rd</sup> Hour: Where American Politics Can Still Work: From the Bottom Up.  
<https://www.nytimes.com/2018/07/03/opinion/community-revitalization-lancaster.html>

### **Week 3 (September 25-27) Governance Approaches: Scope and Scale**

J. Torfing et al. “Governance in Other Disciplines: One Approach or Many?” (OWL Website)

Tam “Rethinking How We Govern”

3<sup>rd</sup> Hour: Hamilton Poverty Reduction Roundtable: <https://maytree.com/publications/hamilton-roundtable-for-poverty-reduction-setting-the-table-for-change/>

## **PART 2: MAKING GOVERNANCE WORK**

### **Week 4 (October 2-4) Initiating the Mission**

Emerson and Natabachi “Initiating Collaborative Governance: The System Context, Drivers, and Regime Formation”

Tam “Shared Mission”

3<sup>rd</sup> Hour: Emerson and Natabachi “Case Illustration: National Collaborative for Higher Education”

### **Week 5 (October 9-11) Reading Week**

### **Week 6 (October 16-18) Capacity for Joint Action**

*Literature Reflection due in class to Dr. Bradford*

Emerson and Natabachi “Collaboration Dynamics: Principled Engagement, Shared Motivation, and the Capacity for Joint Action”

Tam “Mutual Respect”

3<sup>rd</sup> Hour: Emerson and Natabachi “Case Illustration: The Everglades Restoration Task Force”

### **Week 7 (October 23-25) Making Change Together**

Emerson and Natabachi “Generating Change: Collaborative Actions, Outcomes, and Adaptation”

Tam “Coherent Membership”

3<sup>rd</sup> Hour: Emerson and Natabachi “Case Illustration: The Military Community Capability Committee”

### **PART 3: GOVERNANCE UP CLOSE**

#### **Week 8 (October 30) Collaborating in Toronto for Inclusive Growth**

Bramwell in Emerson and Natabachi “Who Speaks for Toronto? Collaborative Governance in the Civic Action Alliance”

Tam “Collaborative Learning”

#### **Week 9 (November 6-8) Participating in Alaska for Sustainable Development**

Bronen in Emerson and Natabachi “Collaborative Governance in Alaska: Responding to Climate Change Threats in Alaska Native Communities”

Tam “Participatory Decision Making”

#### **Week 10 (November 13-15) Powering in Guadalupe**

Pells in Emerson and Natabachi “Power and the Distribution of Knowledge in a Local Groundwater Association in Guadalupe Valley, Mexico”

Tam “Civic Parity”

### **PART 4: LEARNING TO GOVERN OURSELVES**

#### **Week 11 (November 20-22) Research Roundtable**

*Students in Dialogue*

#### **Week 12 (November 27-29) Research Roundtable**

*Students in Dialogue*

#### **Week 13 (December 4-6) Reflections on Governance**

Emerson and Natabachi “Conclusion: Stepping Back, Stepping Up and Stepping Forward”

Tam “Learning to Govern Ourselves”

***Research Essay due Friday December 7 by 3 PM. Hard copy to Dr. Bradford’s Office or Huron Essay Drop-box.***

## **POLITICAL SCIENCE DEPARTMENT RULES AND REGULATIONS**

**Late Penalties:** It is the policy of the Department of Political Science to exact a penalty of 2 marks (i.e. 2 per cent of the grade on the assignment) per working day for late papers. Papers will not be accepted by instructors if they are more than two weeks late.

**Documentation:** Students must follow the *Canadian Journal of Political Science* Editorial Style Guidelines. **Internet Documentation:** All information obtained through the Internet must be cited in footnotes/endnotes and bibliographies. Internet citations must include all of the same information that is provided when citing a book or article. This includes the name of the author, name of the organisation that has posted the website, the title, the date the website was consulted, and the website address. For more details on proper electronic citation, consult the information desk at the Huron University College library.

**Assignment Drop-off:** Essays and other written assignments must be handed to the instructor directly or placed in the essay drop-off box.

**Class Attendance:** You are strongly advised not to miss any class meetings. Important material, detailed instructions, information and insights on course themes, examinations, written work, course objectives and other essential matters will be presented in these hours.



**The Appendix to Course Outlines is posted on the OWL course site.**