

Huron University College
INTRODUCTION TO GOVERNANCE
GOVERNANCE, LEADERSHIP, AND ETHICS – GLE 2001F 550
Fall 2021 Syllabus

Fall 2021

Instructor: Dr. N. Bradford

Office: H114

Office Hours: Mondays 2:30-3:30 and Wednesdays 1:30-3:00

Email: bradford@huron.uwo.ca

Course Day, Time and Room: Wednesdays-9:30 – 11:30am, Room H112, and Fridays-10:30-11:30am, Room H112

COURSE PLAN

The idea and practice of governance is a central theme in 21st century public, private, and community decision-making. Governments, businesses, and non-profits 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, the collaboration is rarely easy or fast.

The study of governance examines collaborative processes in different institutional settings from the local to the global, through various disciplinary lens, and from the distinctive perspectives of government, business, and nonprofit sectors. Governance research is critically engaged: it asks *whether, how, and how well* today’s “grand challenges” or “wicked problems” in the economy, society, and environment are addressed through multi-sectoral collective action.

The GLE *learning strategy is grounded in case studies* that allow up-close exploration of the ways in which 21st century policy issues play-out in theory and in practice. Case examples are drawn across governance scales from local communities working for “Sustainable Cities” to national governments mobilizing around “inclusive innovation”.

The COVID-19 pandemic makes the challenges of collaborative governance and ethical leadership more urgent. But what does it actually mean to “Build Back Better”? Are countries still capable of *bold collective action* or is the polarization and division too intense?

These are the big questions that drive our intellectual engagement. The three hours of in-class learning will combine learning strategies: interactive powerpoint lectures, thematic discussions, “wicked problem-solving” teamwork, and guest speakers (depending on availability).

LEARNING OBJECTIVES

Governance, Leadership and Ethics 2001F provides students with a comprehensive introduction to contemporary governance, including leadership and ethical dimensions. Beginning with a conceptual overview of key theories and models, the course transitions to a series of practical applications that explore “governance at work”.

The course has four major learning objectives.

1. Comprehensive introduction to the field of Governance Studies with a focus on public policy, community innovation, and organizational decision-making. Students will gain understanding of critical concepts such as sectoral innovation and collaboration, institutional design, multi-level governance, and learn to creatively compare or combine different disciplinary perspectives on governance.
2. Teaching support and research opportunity for students to test governance theories through literature reflection and case studies. Students work with leading-edge governance scholarly sources and conduct their own analyses of governance practices and experiments.
3. Time and tools for students to work collaboratively in developing governance “action plans” and in sharing research work. Equip students with the knowledge and skills to use the case study method to understand how governance theory plays-out in practice.
4. Build a holistic intellectual foundation for students in Huron’s Governance, Leadership, and Ethics Major, offering insight into each sub-theme and preparing students for more specialized GLE courses.

CORE BOOKS

Kirk Emerson and Tina Nabatchi. 2015. *Collaborative Governance Regimes*. Georgetown University Press. Available at Western Bookstore and on-line OWL course platform.

Adam Kahane. 2017. *Collaborating with the Enemy: How to Work with People You Don’t Agree with or Like or Trust*. Berrett-Koehler Publishers. Available at Western Bookstore and on-line OWL course platform.

ASSIGNMENTS

1. WRITTEN

GLE Thematic Reflection: 15%

Students will write a brief (2 page double-spaced 500 word) personal reflection on Part 1 (September 9- October 6) of discussion/readings. The reflection – written in an informal, conversational style -- will explain how course themes are “speaking to you” rather than a factual replay of contents. Two questions to explore: 1. what strikes you as interesting or surprising or problematic in the governance approach? 2. are there topics or themes that speak to your personal experience or intellectual vision and that you would like to explore further?

Due: October 6, 2021

“GLE Sector Innovation Assessment”: 30%

Students will write an innovation assessment (5 page double-spaced 1,000 words) of an organization in one of the three GLE Pillars – government, business, or the nonprofit sector. The purpose is to assess whether the organization is adapting creatively to the pressures and challenges brought about by the global pandemic. Is it actually “building back better”? The innovation assessment involves three steps: first, identify the organization to study; second, develop criteria to judge innovation in the sector; third, apply that criteria to the organization and assess its performance.

We will devote classroom time to working through the details of this assignment. A strong overall class outcome of this assignment is that we will be developing a “GLE Tool-Kit” to evaluate innovation across government, business, and nonprofit sectors. Further information about organizing your Innovation Assessment are in the Appendix.

Due: November 10, 2021

“GLE Collaborative Governance Report”: 40%

Students will write a case report (7 page double-spaced page 2,000 words) report on an actual governance process or project of their choosing. This involves selecting a real world “governance challenge” from a country, city, community like those presented in the Emerson and Nabatchi chapters. The case report will apply the framework from Emerson and Nabatchi to your case study.

We will devote class time to working through the details of this assignment. Further information about organizing your Governance Case Report are in the Appendix.

Due: December 15, 2021

2. “GLE Policy Dialogues” 15%

Student-driven approaches to today’s “Wicked Problem/Grand Challenges”

Engagement and participation make the course flow! In our third class hour, students will work together on a range of issues framed by the weekly readings, presenting “action plans”. Further details will be provided in September.

PART 1: GOVERNANCE ON THE AGENDA

Week 1 (September 8) Welcome to Governance, Leadership and Ethics

“Huron’s GLE: What, Why, and How”

Farhad Manjoo “What if Humans Just Can’t Get Along Anymore?”

<https://www.nytimes.com/2021/08/04/opinion/technology-internet-cooperation.html>

Week 2 (September 15) The GLE Mission: Doing Big Things Together

P. Senge, “The Dawn of System Leadership”

https://ssir.org/articles/entry/the_dawn_of_system_leadership

D. Heath, “Moving Upstream” on OWL site.

Dialogue Issue: “The Biden Approach is Working”

<https://www.nytimes.com/2021/08/05/opinion/biden-bipartisan-congress.html>

Week 3 (September 22) The Rise of Governance: A 21st Century Mission

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

M. Mazzacuta “To Change the World, Governments need to Launch New Moonshots”

<https://www.wired.co.uk/article/government-moonshots>

M. Conway “Developing and Implementing Just Transition Policies”

<https://www.wri.org/climate/expert-perspective/developing-and-implementing-just-transition-policies>

Dialogue Issue: Example of “Public Intellectual” visit <https://marianamazzucato.com/>

Week 4 (September 29) Is there still a Common Good?

P. Collier “The Foundations of Morality: From the Selfish Gene to the Ethical Gene”

Ajeev Bhatia “How a Community-led design Initiative in Toronto is redefining neighbourhood revitalization from the bottom-up”. <https://www.brookings.edu/blog/the-avenue/2020/09/14/how-a-community-led-design-initiative-in-toronto-is-redefining-neighborhood-revitalization-from-the-bottom-up/>

Dialogue Issue: Video Clips on Collaborative Governance (Silicon Valley, Braddock, Toronto)

Week 5 (October 6) GLE Three Pillars: Government, Business, and Nonprofits

GLE Personal Reflection Due

Business -- M. Benioff “Trailblazer: Civic Duty and Corporate Social Activism”

Government – K. Morgan and C. Sabel “The Experimentalist Polity”

http://www2.law.columbia.edu/sabel/papers/Kevin%20Morgan%20and%20Charles%20Sabel_The%20Experimentalist%20Polity.pdf

Non-profit – Imagine Canada: scroll through document “Partnership for Impact: From Crisis to Impact”

file:///C:/Users/bradford/Downloads/https___www.imaginecanada.ca_sites_default_files_2021-08_Partnering-for-Impact-report-EN.pdf

Indigenous -- Assembly of First Nations “A New Path Forward: AFN Covid-19 Discussion Paper” https://www.afn.ca/wp-content/uploads/2020/12/20_11_16_DRAFT-Discussion-Paper_Summary-Document.pdf

Dialogue Issue: Sector Innovation?

Week 6 (October 13) GLE and EDI

Khaled Al-Qazzaz “Islamophobia is on the Rise During Covid-19”

<https://policyoptions.irpp.org/magazines/october-2020/islamophobia-is-on-the-rise-during-covid-19/>

Desmond Cole and Robyn Maynard: “More than a Hashtag on Defunding the Police”

<https://www.ubyssey.ca/news/event-recap-desmond-cole-robyn-maynard/>

Laurel McBride “Reforming the Police Act is an Opportunity to Prioritize Violence Against Women”

<https://www.vancouverisawesome.com/opinion/opinion-reforming-the-police-act-is-an-opportunity-to-prioritize-violence-against-women-3973236>

Leslee White-Eye. “Let’s UNDRIP this, shall we?” — achieving human rights for Indigenous people now” <https://www.thestar.com/opinion/contributors/2020/12/15/lets-undrip-this-shall-we-achieving-human-rights-for-indigenous-people-now.html>

Dialogue Issue: What is Ethical Leadership?

PART 2: GOVERNANCE AT WORK (third class hour student led “Policy Dialogues”)

Week 7 (October 20) Initiating the Mission

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

Kahane Introduction “How to Work with People You Don’t Agree with or Like or Trust” and Chapter 1 “Collaboration is Becoming More Necessary and More Difficult”, pp. 1-10

Week 8 (October 27) Capacity for Joint Action

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

Kahane Chapter 2 “Collaboration is Not the Only Option” pp. 11-23

November 1-5 Reading Week – no classes

Week 9 (November 10) Making Change Together

GLE Sector Innovation Assessment due

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

Kahane Chapter 4 “Unconventional, Stretch Collaboration is Becoming Essential”, pp. 39-48

Week 10 (November 17) Place-based Policy

(Below are two ‘state of the art’ policy reports ... they are lengthy and you are asked to scroll through both and focus on sections you find most interesting)

Government of Victoria Australia “A Framework for Place-based Approaches”

<https://www.vic.gov.au/framework-place-based-approaches/print-all#the-framework>

Bradford, “Policy in Place” https://munkschool.utoronto.ca/imfg/research/doc/?doc_id=538

PART 3: GOVERNANCE LOCAL AND GLOBAL

Week 11 (November 24) Localizing the UN SDGs

Government of Canada “Moving Forward Together: Canada’s Agenda 2030 National Strategy”
<https://www.canada.ca/en/employment-social-development/programs/agenda-2030/moving-forward.html#h2.09>

Case Study: “London and Guelph to launch SDG Cities” <https://pillarnonprofit.ca/news/10c-shared-space-and-pillar-nonprofit-network-launch-sdg-cities>

Dialogue Issue: Thinking Globally about GLE

Week 12 (December 1) Collaborative Governance in Cities

Bramwell Chapter 5 in Emerson and Natabachi “Who Speaks for Toronto? Collaborative Governance in the Civic Action Alliance”

Building Back Stronger: Report of the City of Toronto Economic and Culture Recovery Advisory Group <https://www.toronto.ca/legdocs/mmis/2020/ec/bgrd/backgroundfile-159220.pdf>

Dialogue Issue: “Civic Action Alliance for London Ontario (or your own Hometown)?”

Week 13 (December 8) Wrap-up Session: GLE Reflections and Takeaways

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

Kahane, Chapter 7 “Third Stretch is to Step into the Game” and “Conclusion: How to Learn to Stretch”, pp. 89-107

December 15 GLE Governance Case Report due

APPENDIX: DETAILS ON ASSIGNMENTS

Sector Innovation Assessment

Your assessment examines a real-world organization in either the public, private, or nonprofit sector. You can organize the information under the following sub-headings.

Introduction (the sector of concern and the organization in focus)

1. Sector Challenges and Innovation Criteria (what changes are required to Build Back Better?)
2. Organizational Profile and Performance (is the organization adapting?)
3. Assessment of Organizational Innovation (are the adaptations impactful?)

Conclusion (what lessons can be drawn from your assessment about organizational innovation for Building Back Better?)

Sample Organizations for Sector Innovation Assessment

Public Sector

Ministries/Departments/Agencies in the Federal, Provincial, Municipal Governments

Private Sector

Individual Corporations, Trade Associations, Business Councils, Trade Unions

NonProfit Sector

Individual Charities, Community Organizations, Philanthropic Foundations, Voluntary Networks

Indigenous Governing Bodies

National Representative Associations, Local Band Councils, Economic Development Organizations

Governance Case Report

Your report examines a real-world governance experiment at either the local community scale or the national political scale. You can organize the information under the following sub-headings:

Introduction (the governance challenge at issue and the case 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 about effective collaborative governance in the 21st century)

Sample Topics for Case Study Selection

Social Governance

- Homelessness
- Neighbourhood Revitalization

- Immigrant Settlement
- Racial Reconciliation
- Gender Identity, Expression, and Equity

Economic Governance

- Community Economic Development
- Business Revival Covid-19
- Technology Innovation Districts
- Participatory Budgeting
- Cross-border Collaboration

Environmental Governance

- Ecosystem Protection
- Brownfield Remediation
- Just Industry Transition
- Climate Change Collaboration
- Public Transit/Green Infrastructure

Democratic Governance

- Policing Reform
- Deliberative Democracy
- Restorative Justice
- Truth and Reconciliation
- Civic Renewal Programs



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the

purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.