HURON UNIVERSITY COLLEGE
GOVERNANCE, LEADERSHIP, AND ETHICS 4001E
"THE CAPSTONE COURSE"
FALL 2021 SYLLLABUS

Capstone Course Details

Instructors: Neil Bradford (Fall Term); Michelle Baldwin (Winter Term)

Class Thursday: 6:30-9:30

Dr. Bradford Office Hours: H114

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

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Capstone Course Plan

Huron's Governance, Leadership, and Ethics Major is designed to introduce students to new ideas and innovative approaches to tackling the most complex public challenges of the 21st century. These include climate change, economic inequality, systemic racism, social exclusion, and technology disruption. Such challenges are deep-seated and cross-cutting. They cannot be solved by any single organization or sector on its own. Therefore, the GLE asks "what can we do better together?". We explore the possibilities for collective problem-solving among governments, businesses, non-profits, and everyday citizens.   Investigating such "big questions", the GLE deploys multiple intellectual lens: from the global to the local scales, across the public, private, and community sectors, and between different schools of thought about what constitutes the "common good".

The Capstone Course is the opportunity for students to draw together the various GLE themes and issues through sustained intellectual reflection, combined with action-oriented application of ideas. This year, with the ongoing crisis of the global pandemic exposing significant gaps and inequities in contemporary governance, our studies will include focus on the innovations required in politics, society, and the economy. Across the Capstone Course year, many opportunities will be created for students to engage directly with civic leaders from each of the three core sectors – government, business, and non-profit – to learn about their approaches to rebuilding.

This year's capstone experience features five notable elements:

- The Fall Semester with Professor Bradford will dive deeply into intellectual themes, exploring three "public philosophies" and theories of collaborative governance, and their application to contemporary public challenges.

- The Winter Semester with Professor Baldwin will shift to a more applied learning approach, exploring first-hand the "real world" of governance and leadership in cities and communities, including our own London Ontario.

  A core component of the GLE Capstone Course is intellectual engagement with CityStudio London with the City of London and the post-secondary partners in our community hosted by Pillar Nonprofit Network. Students will have meaningful opportunities to apply their skills, creativity, and entrepreneurial spirit to real-world issues and challenges facing our community. This year's project will focus on creating strategies for embedding "Equity, Diversity, and Inclusion" in multi-sectoral partnerships. Students will be introduced to the CityStudio London project in the first semester and undertake focused work in the second semester.

- The GLE learning ethos is grounded in *knowledge co-creation* whereby Professors and students align their "heads, hearts, and hands". In 2020, students created the GLE Catalogue of innovation, a classroom learning tool. This year the GLE is exploring the development of a *GLE Policy Lab* and our Capstone course will canvass models from around the world that could work at Huron.

- The ongoing COVID-19 pandemic continues to make the challenges of collaborative governance and ethical leadership more urgent. But what does it actually mean to "Build Back Better"? Are countries capable of such bold collective action? Can business, government, and the non-profit sector reinvent or repurpose their missions? These are questions that drive our scholarship.

Learning Objectives

The GLE Capstone course has three major learning objectives. First, it provides students with an *integrated framework* for the study of Governance, Leadership, and Ethics. It draws together key scholarly themes in the GLE Major about collaborative governance and ethical leadership in an age of deep policy complexity and political turbulence. Second, it provides students with opportunities to bridge *theory and practice* through testing ideas in real-world settings and reflecting on the possibilities for cooperative collective action in tackling today's major public challenges. Third, the course is designed to enable students to practice new styles of *collaborative leadership* through group project work, joint research presentations, and shared engagement with professionals from public, private, and community sectors.

Course Resources Fall Term

Core Texts (books with chapters we will frequently read)

Mariana Mazzucato. 2021. *Mission Economy: A Moonshot Guide to Changing Capitalism*. Harper Collins. Available at Western Bookstore.

Blair Stonechild. 2020. *Loss of Indigenous Eden and the Fall of Spirituality*. University of Regina Press. Available at Western Bookstore and on-line at OWL Site.

Christopher Ansell. 2011. *Pragmatist Democracy: Evolutionary Learning as Public Philosophy*. Oxford University Press. Available at Western Bookstore and on-line at OWL Site.

Policy Lab Backgrounders from Ryerson University

- https://www.ryerson.ca/content/dam/cpipe/documents/The_Rise_of_Policy_Innovation_Labs.pdf
- https://www.ryersonleadlab.com/

Public Intellectual Profile: Mariana Mazzucato "Ideas in Action"

- https://marianamazzucato.com/

Assignments/Grading

1. Personal Reflection on Capstone Course Themes (15%)

A 750-word personal reflection on how and why the course themes "speak to you" in terms of your intellectual development and post-graduate plans. Which authors and what issues do you find most interesting or controversial and why? Due October 14.

2. Building Back Better Case Study: Policy Moonshots/Collaborative Governance (25%)

A 2,500-word real-world case study that identifies a "wicked problem" that you are passionate about solving, and explores the challenges/opportunities for a policy moonshot through collaborative governance. Your report will specify the issue and clarify the problem context; propose the policy solution and consider key obstacles; describe the leadership/partnership roles of government, business, and nonprofits in designing the policy/program and governance model for implementation; develop an evaluation tool for measuring policy success. (Further assignment details in September). Due December 15

3. GLE Policy Lab Teamwork and Presentation (10%)

A teamwork project to investigate models (design, tools, initiatives) of Policy Labs presently operating in different settings around the world. Students will explore how such models could be adapted to the Huron GLE and present their findings in classroom presentations (Details in September with presentations in November classes).

SEMINAR TOPIC SCHEDULE

September 9 Welcome and Introduction

The GLE Intellectual Mission: 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

Nancy Doyle "Hope For The Post Pandemic World: Old Paradigm Solutions Won't Fix New Paradigm Problems"
https://www.forbes.com/sites/drnancydoyle/2020/04/05/hope-for-the-post-pandemic-world-old-paradigm-solutions-wont-fix-new-paradigm-problems/?sh=1ad79c5cad16

Part 1: The Search for a New Paradigm

September 16: GLE Foundational Perspectives

C. Ansell Chapter 1 "Democratic Governance in a Pragmatist Key"

M. Mazzucato Chapter 1, "Mission and Purpose"

B. Stonechild Chapter 1, "Enchanted World"

Visit from CityStudio Partners and Professor Baldwin: "Introduction of Project and Winter Semester Work Plan"

September 23: GLE Three Pillars: Government, Business, and Nonprofit Sectors

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

Nonprofit – 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

Business -- Coro Stranberg: scroll through document "Future of Business in Society: Global Thought Leader" https://corostrandberg.com/wp-content/uploads/2021/02/future-of-business-in-society.pdf

Indigenous -- Assembly of First Nations: scroll through "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 Prompt: What is Sector Innovation?

September 30: GLE Action-Oriented Perspectives

C. Ansell Chapter 9 "Collaborative Governance"

M. Mazzucato Chapter 5 "Aiming Higher: Mission-oriented Policies on Earth"

B. Stonechild Chapter 7"The Big Rush"

Dialogue Prompt: Is Collaborative Governance Possible?

October 7: GLE Reconciliation Perspectives

C. Ansell Chapter 10 "Problem-Solving Democracy"

M. Mazzucato Chapter 6 "Good Theory, Good Practice: Seven Principles for a New Political Economy"

B. Stonechild Chapter 9 "Searching for Healing"

Dialogue Prompt: Visit *Policy Horizons Canada* https://horizons.gc.ca/en/home/

Part 2: From Grand Challenges to Wicked Problem-Solving

Personal Reflection Due.

October 14: Public Policy: The Laboratory Approach

Palgrave Communications "Using Policy Labs as a process to bring evidence closer to public policymaking: a guide to one approach" https://www.nature.com/articles/s41599-020-0453-0

Jenny Lewis "The limits of policy labs: characteristics, opportunities and constraints Policy Design and Practice (4) 2021. https://www.tandfonline.com/doi/full/10.1080/25741292.2020.1859077?src=recsys

Two Policy Labs to Visit:

Youth Policy.Org "The Online Hub for Youth Policy" https://www.youthpolicy.org/

Max Bell McGill University Policy Lab https://www.mcgill.ca/maxbellschool/programs/mpp-detail/policy-lab

October 21: Climate Change: 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 Prompt: Implementing and Measuring SDGs at Huron University?

October 28: Social Exclusion: Reimagining Infrastructure

Community Foundations of Canada "Building the Canada We Want 2050" (link TBA)

Kevin Morgan "After the Pandemic Experimental Governance and the Foundational Economy"

https://www.researchgate.net/publication/350540025_After_the_Pandemic_Experimental_Governance_and_the_Foundational_Economy

Dialogue Prompt: Creating the Social Economy?

November 1- 5 Fall Reading Week

November 11: Systemic Racism: Police Reform

Toronto Star Video "Desmond Cole and the Case for Defunding the Police" https://www.thestar.com/podcasts/thismatters/2020/06/09/desmond-cole-and-the-case-for-defunding-police.html

Brookings Institution "A Better Path Forward for Criminal Justice: Police Reform" https://www.brookings.edu/research/a-better-path-forward-for-criminal-justice-police-reform/

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

Dialogue Prompt: Building Just Communities?

November 18: Technology Disruption: Digital Democracy

Pew Research "Many Tech Experts say digital disruption will hurt democracy" https://www.pewresearch.org/internet/2020/02/21/many-tech-experts-say-digital-disruption-will-hurt-democracy/

CIFAR-Brookfield AI Policy Labs. Rebooting Regulation: Exploring the Future of AI Regulation in Canada. https://cifar.ca/wp-content/uploads/2020/01/rebooting-regulation-exploring-the-future-of-ai-policy-in-canada.pdf

Dialogue Prompt: Technology and the Common Good?

November 25: Common Policy Future: Multi-level Place-based Moonshots

(Below are three 'state of the art' public policy reports … they are lengthy and you are asked to scroll through them 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

OECD "Place-based Approaches to Indigenous Governance" https://www.oecd-ilibrary.org/sites/64856720-en/index.html?itemId=/content/component/64856720-en

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

Part 3: GLE Moving Forward: Horizon Issues

December 1: Student Research Workshop

Students present research in progress on their Policy Moonshots

December 8: Promising Futures

B. Stonechild Chapter10 "Need for Reconciliation"

M. Mazzucato Chapter 7 "Conclusion: Changing Capitalism"

D. Brooks ""The Biden Approach is Working" https://www.nytimes.com/2021/08/05/opinion/biden-bipartisan-congress.html

December 15: GLE Building Back Better Case Study Due.

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/.