

Political Science 4501F/9714A
MULTILEVEL GOVERNANCE
SSC 4103
Mondays, 11:30-1:30

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SSC 4223

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The purpose of this course is to introduce students to multilevel governance; that is, public decision-making which involves governments at various levels and non-governmental agents as well.

We are interested in the forces conducive to this kind of decision-making structure, and in the general patterns and dynamics that it manifests. We will consider all levels of government, and cases from Canada, the United States, and Europe.

Evaluation

Students will do two class presentations on a reading (20%). They will write a book review (25%) and a short research paper (35%). Students will also be graded on the quantity and quality of class participation (20%). The book review will be due October 17th and the research paper will be due December 12th.

OUTLINE

All of the articles are available on line through the library's Summon search engine. Book chapters will be sent to students by e-mailed PDF.

Part I: Basic concepts

September 8: Multilevel governance: intergovernmental relations and governance

Hooghe, Liesbet, and Gary Marks. 2003. Unraveling the Central State, but How? Types of Multi-Level Governance. *American Political Science Review* 97, no. 2:233-243.

September 15: Supranationalism

George, Stephen. 2004. Multi-level Governance and the European Union. In Ian Bache and Matthew Flinders, eds., *Multi-level Governance* (Oxford: Oxford University Press), 107-26.

Harmes, Adam. 2006. Neoliberalism and multilevel governance. *Review of International Political Economy* 13, no. 5:725-749.

Tanzi, Vito. 2008. The Future of Fiscal Federalism. *European Journal of Political Economy* 24: 705-12.

September 22: Decentralization

Courchene, Thomas J. 2000. NAFTA, the information revolution, and Canada-US relations: an Ontario perspective. *The American Review of Canadian Studies* 30, no. 2:159.

Rodden, Jonathan. 2004. Comparative Federalism and Decentralization: On Meaning and Measurement. *Comparative Politics* 36, no. 4:481-500.

Eichenberger, Reiner, and Bruno S. Frey. 2002. Democratic Governance for a Globalized World. *Kyklos* 55, no. 2:265-287.

September 29: Groups and citizens

Rhodes, R.A.W. 1996. The new governance: Governing without government. *Political Studies* 44, no. 4:652-667.

Ansell, Chris, and Alison Gash. 2008. Collaborative Governance in Theory and Practice. *Journal of Public Administration Research and Theory* 18, no. 4:543-571.

*Jordan, Andrew, Rüdiger K. W. Wurzel, and Anthony Zito. 2005. The Rise of 'New' Policy Instruments in Comparative Perspective: Has Governance Eclipsed Government? *Political Studies* 53, no. 3:477-496.

Part II: Structures and dynamics

October 6: Horizontal intergovernmental competition

Tiebout, Charles M. 1956. A Pure Theory of Local Expenditures. *Journal of Political Economy* 64, no. 5:416-424.

Weingast, Barry R. 2009. Second generation fiscal federalism: The implications of fiscal incentives. *Journal of Urban Economics* 65, no. 3:279-293.

Harmes, Adam. 2007. The Political Economy of Open Federalism. *Canadian Journal of Political Science* 40, no. 2:417-437.

*Noel, Alain. 1999. 'Is Decentralization Conservative? Federalism and the Contemporary Debate on the Canadian Welfare State.' In Robert Young, ed., *Stretching the Federation: the Art of the State in Canada* (Kingston: Institute of Intergovernmental Relations), 195-219.

October 20: Vertical intergovernmental competition

Breton, A. 1987. Towards a theory of competitive federalism. *European Journal of Political Economy* 3, no. 1-2:263-329 (sections).

Cairns, Alan C. 1979. The other crisis of Canadian federalism. *Canadian Public Administration* 22, no. 2:175-195.

Young, R. A., Philippe Faucher, and André Blais. 1984. The Concept of Province-Building: A Critique. *Canadian Journal of Political Science* 17, no. 4:783-818.

October 27: Conceptions of Canadian federalism

Smiley, Donald V. 1964. Public Administration and Canadian Federalism. *Canadian Public Administration* 7, no. 3:371-88.

Cameron, David, and Richard Simeon. 2002. Intergovernmental Relations in Canada: The Emergence of Collaborative Federalism. *Publius* 32, no. 2:49-72.

Simmons, Julie M., and Peter Graefe. 2013. Assessing the Collaboration That Was "Collaborative Federalism" 1996-2006. *Canadian Political Science Review* 7, no. 1:25-36.

*Robert Young. 2006. 'Open Federalism and Canadian Municipalities,' in Keith G. Banting *et al.*, *Open Federalism: Interpretations, Significance* (Kingston: Institute of Intergovernmental Relations), 7-24.

November 3: Incorporating the local level

Ostrom, Vincent, Charles M. Tiebout, and Robert Warren. 1961. The Organization of Government in Metropolitan Areas: A Theoretical Inquiry. *American Political Science Review* 55, no. 4:831-842.

Lyons, W. E., and David Lowery. 1989. Governmental Fragmentation Versus Consolidation. *Public administration review* 49, no. 6:533-43.

Leo, Christopher. 2006. Deep Federalism: Respecting Community Difference in National Policy. *Canadian Journal of Political Science* 39, no. 3:481-506.

*Kataoka, Serena and Warren Magnusson. 2011. 'Immigrant Settlement Policy in British Columbia.' In Erin Tolley and Robert Young, eds., *Immigrant Settlement Policy in Canadian Municipalities* (Montreal & Kingston: McGill-Queen's University Press) 241-94.

November 10: Problems: co-ordination

Putnam, Robert D. 1988. Diplomacy and Domestic Politics: The Logic of Two-Level Games. *International Organization* 42, no. 3:427-460.

Horak, Martin. 2012. 'Success and Failure in Multilevel Governance in Toronto.' In Martin Horak and Robert Young, eds., *Sites of Governance: Multilevel Governance and Policy Making in Canada's Big Cities* (Montreal & Kingston: McGill-Queen's University Press), 228-62.

November 17: Problems: accountability

Papadopoulos, Yannis. 2010. Accountability and Multi-level Governance: More Accountability, Less Democracy? *West European Politics* 33, no. 5:1030-1049.

Anderson, Cameron D. 2006. Economic Voting and Multilevel Governance: A Comparative Individual-Level Analysis. *American Journal of Political Science* 50, no. 2:449-449.

November 24: Issues: Political parties

Deschouwer, Kris. 2003. Political Parties in Multi-Layered Systems. *European Urban and Regional Studies* 10, no. 3:213-226.

Esselment, Anna L. 2010. Fighting Elections: Cross-Level Political Party Integration in Ontario. *Canadian Journal of Political Science* 43, no. 4:871-892.

*Bolleyer, Nicole, and Evelyn Bytzek. 2009. Government Congruence and Intergovernmental Relations in Federal Systems. *Regional and Federal Studies* 19, no. 3:371-397.

December 1: Issues: Aboriginal peoples

Alcantara, Christopher, and Jen Nelles. 2014. Indigenous Peoples and the State in Settler Societies: Toward a More Robust Definition of Multilevel Governance. *Publius: The Journal of Federalism* 44, no. 1:183-204.

Andersen, Chris and Jenna Strachan. 2011. 'Urban Aboriginal Programming in a Coordination Vacuum: The Alberta (Dis)Advantage.' In Evelyn Peters, ed., *Urban Aboriginal Policy Making in Canadian Municipalities* (Montreal & Kingston: McGill-Queen's University Press), 127-59

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"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."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

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."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

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 Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "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>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.