

**Laboratories of Democracy?**  
**Public Policy in Canada and Other Federal Systems**  
**POLSCI 732**  
**Fall 2022, Term 1**

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## **Course Description**

This course examines political dynamics and public policy making within federal systems, providing a survey of the major traditions and themes in this sub-field of political science. The course examines federalism through two main theoretical lenses: (1) theories about federal systems and federal political dynamics, and (2) the relationship between federalism and public policy. The first part will cover the literature on decentralization, territorialization, and multinational federalism; will touch on theories of federalism as “peace preserving”; the evolution of multilevel governance as it relates to the EU and Indigenous multilevel governance in Canada, the United States, and Australia. In the second part, we will explore the theorized link between federalism and policy innovativeness, the strategic behaviour of political actors in federal systems and impacts on public policy, patterns of policy learning/policy diffusion in federal systems, and the distributional implications of federal systems on citizens.

The course will rely heavily on the Canadian case, but will also draw in comparative experiences and literature from the United States, the European Union, and other federal states.

Students are expected to read the assigned required materials for each session and to participate actively in the discussions. Students are encouraged to question the approaches or assumptions employed in the study of federalism, what research questions arise from the readings, whether the readings and topics chosen address the appropriate questions that political scientists should be addressing, and whether other approaches or methods would provide a more helpful way to evaluate the politics and policy outcomes of federal systems.

## **Course Objectives**

Upon completion of this course, you should:

- Demonstrate a good understanding of the major theoretical approaches to comparative federalism
- Have a strong understanding on the relationship between federalism and public policy making, including how federal systems structure political behaviour and policy outcomes
- Constructively critique the comparative policy literature, identifying insights as well as potential problems
- Communicate your ideas clearly and succinctly, both in writing and orally
- Design and execute an effective short research project based on secondary research sources

## **Required Materials and Texts**

There is no required textbook for the course. All required course readings and supplementary materials will be posted on the course website; books that are not available at the library can be borrowed from Dr. Davidson. Students will read the assigned materials and are encouraged to search for and use additional relevant material.

## **Class Format**

The course will broadly follow a seminar format in which students are expected to participate actively and lead discussions based on the assigned readings.

## **Course Evaluation – Overview**

### **1. Course Participation (50%)**

- Seminar Discussion (20%)
- MA Students: Critical Reviews (2 x 10%)
- PhD Students: Critical Review (1 x 10%) + Book Review (1 x 10%)
- Reading Presentations (2 x 5%)

### **2. Major Research Assignment (50%)**

- Assignment 1: Research Outline (10%) – Due October 18<sup>th</sup> by 11:59PM
- Assignment 2: Peer Review (5%) – Due October 24<sup>th</sup> by 11:59PM
- Assignment 3: Research Presentation (5%) – In Class October 25<sup>th</sup>
- Assignment 4: Final Research Paper (30%) – Due December 2<sup>nd</sup> by 11:59PM

**Note on MA and PhD students:** while the course requirements are mostly the same for MA and PhD students, I expect a different level of understanding and engagement depending on a student's level of graduate study. MA students are expected to focus primarily on the assigned readings read recommended literature only for the research papers. PhD students are expected to read at least some of the recommended readings each week, draw upon those readings and respond in greater depth in their written assignments, class discussions, and oral presentations.

## **Course Evaluation – Details**

### **Course Participation (50%)**

#### **Seminar Discussion (10%)**

The in-class participation component of your grade is based on the quality of your contributions to the seminar discussions. Contributing to seminar does not mean talking all the time. It means: a) reading the required readings and coming to class prepared; b) making thoughtful and relevant comments; c) being courteous to your fellow students and respectful of opposing points of view; and d) not sitting quietly or monopolizing the discussion. Seminars will include both break-out sessions and full class discussions.

#### **MA Students: Critical Reviews (2 x 15%)**

Students are expected to write **two** critical review papers; we will pick weeks during the first week of class. Critical reviews should be approximately 5 pages (double spaced) in length. The critical reviews must assess the required readings specified for the week.

These critical reviews should NOT simply summarize the readings. Rather, they are intended to *analyze* the arguments and assumptions raised in them (cite readings where appropriate). The critical reviews should address the following elements:

- What are the major questions being addressed by the authors?
- What are the theoretical and/or empirical debates? What positions do the different authors take on the issues? Where do the authors of the readings differ in their perspective and on what points do they share common ground?
- How strong are the argumentation and evidence provided to support their positions
- How effective are the various authors in addressing the questions?

### **PhD Students: Critical Review (1 x 15%) + Book Review (1 x 15%)**

PhD students are expected to write **one** critical review paper using the same template as above. PhD students must include at least one of the recommended readings in their critical review as well.

PhD students are also expected to write **one** book review. The book review should:

- Briefly review the book's content: What is the book's most important argument? How persuasively does the author demonstrate that argument?
- Situate the book within its field or fields, and highlight its contribution: Why did the author(s) write this particular book and why should their colleagues read it? Does this book reorient the field, and if so, how?
- Identify the book's key strengths: What does the book do exceptionally well? o Who needs this book, and for what purpose? (teaching, scholarship, etc.)
- Offer constructive criticism: What are key limitations or problems with the book and its argument(s)?

### **Reading Leadership (10% - 2 x 5%)**

In the **same weeks** that you prepare a critical review or book review, you will serve as a discussion leader around approximately two required course readings. Each presentation and discussion should be between 5-10 minutes in length. You will likely be presenting alongside another student (or students), so coordinate readings and the discussion plan accordingly. You are welcome (but not required) to use power point slides or other presentation tools to facilitate class discussion.

Building on your critical / book review, your presentation should address the following: key thesis/arguments/approaches of the piece; strengths and weaknesses of the article; theoretical or methodological links between readings of the week; a critical assessment of the reading(s); and 1-2 questions for discussion. You will be assessed on the content, quality, clarity and delivery of your presentation, and on the facilitation of discussion of the group as a whole. Missed presentations will receive a score of zero.

### **Assignment: Research Paper (50%)**

The major paper should be approximately 5000 words (~18 pages double spaced), excluding bibliography), exploring a substantive issue in federalism and public policy. The paper should seek to *analyze and explain* an outcome – be it different policy

outcomes in across jurisdictions, the particular political behaviour of an interest group, a counter-intuitive policy outcome, the particular dynamics at play within a federal system, etc. Topics should be with an eye to what we are covering in the course material, but can touch on any political or policy issue related to federalism and public policy (similarly you may choose to look at any federal jurisdiction, not just those explored in this course). I recommend focusing on more specific policies or reforms that interest you in order to effectively scope your paper; and additionally recommend that you speak to me as you start your research. Students are encouraged to draw on assigned readings, but the paper will also require a substantial research effort: a rough guide would be at least 20 different sources, including a variety of scholarly sources.

### **Assignment 1: Research Outline (10%), due October 18<sup>th</sup>**

The proposal for the research paper should be approximately three (3) pages in length. It must also have an additional page that includes a bibliography of sources of information you plan to use in your paper.

The paper proposal must include:

1. The research question you are planning to answer
2. Your proposed thesis statement
3. A short list of definitions and concepts. This list should include key terms that relate directly to your research question and arguments
4. An outline of the two or three main arguments you plan to use in your paper. This should include:
  - a. The evidence you plan to use to support your argument
  - b. A short description of the main ideas
  - c. Questions you still need to answer, research, or are still thinking about and exploring

This assignment is designed to get you started on putting your research onto paper, organizing your thoughts, and developing a clear and structured argument.

### **Assignment 2: Peer Review (5%), due October 24<sup>th</sup>**

This exercise will take place in the week following the submission of the initial research outline. You will be assigned the research outline of another student to review.

Reviewing the work of others is a key component of academic life – from teaching to peer-commenting and review. As with all peer-reviews, this process is designed to improve the quality of research of your peer. You will each be required to review another student's research outline and provide detailed feedback on their research question, their preliminary thesis, their case selection, and their theoretical approach.

The peer-review task is based on the following activities:

- Reading the research outline
- Thinking critically about the research approach in the context of the literature we have thus far in class

- Evaluating the research design, including the scope of work proposed, the literature being explored, the link between the preliminary arguments and the thesis, and the strength of the research question.

The peer review should be approximately 500-750 words in length (you will be provided a template to assist you), and should focus primarily on substantive or conceptual issues in the paper.

You will submit your peer review to me via Avenue to Learn on **Monday, October 24<sup>th</sup>** (by 11:59PM). **Late submissions will not be accepted.** You will provide a copy to your peer partner at the class break following the research presentations, and use it to discuss moving the research forward.

### **Assignment 3: Presentation (5%), in class October 25<sup>th</sup>**

You will prepare a short 5-slide, 5-minute (maximum) presentation introducing your research paper to your peers, to be presented in class on February 23<sup>rd</sup>.

The presentation should provide include your research question, theoretical approach, case selection, and preliminary arguments. There will be 5 minutes following your presentation during which time your classmates can ask you questions about your approach and research to date.

### **Assignment 4: Final Research Paper (30%), due December 2<sup>nd</sup>**

Your final assignment is due via Avenue to Learn on December 2<sup>nd</sup>, by 11:59PM.

## **Weekly Course Schedule and Required Readings**

### **Part I: The Political Dynamics of Federal Systems**

#### **Week 1 (September 13): Introduction: Approaches to the Study of Federalism**

Richard Simeon, and Beryl A. Radin. "Reflections on Comparing Federalisms: Canada and the United States," *Publius: The Journal of Federalism* 40(3): 357-365.

Jill Vickers. 2013. "Is Federalism Gendered? Incorporating Gender into Studies of Federalism," *Publius: The Journal of Federalism* 43(1): 1-23.

Jamila Michener. 2018. "Medicaid, Political Life, and Fragmented Democracy," in *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press.

\*\*\*Daniel Ziblatt. 2006. "Introduction: How Nation States are Made" in *Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism*, Princeton University Press.

#### *Recommended:*

Jorg Broschek. 2020. "Canada as a Case of Comparative Federalism," in G. Skogstad and H. Bakvis (eds.) *Canadian Federalism: Performance, Effectiveness, and Legitimacy 4th Edition*. Toronto University Press:

Watts, Ronald L. 1998. "Federalism, Federal Political Systems, and Federations," *Annual Review of Political Science* 1: 117-137.

#### **Week 2 (September 20): The Political Dynamics of Federalism**

Arthur Benz, and Jorg Broschek. 2013. "Federal Dynamics: Introduction," *Federal Dynamics: Continuity, Change, and the Varieties of Federalism*. Oxford University Press.

Kathryn Harrison. 2006. "Provincial Interdependence: Concepts and Theories," in *Racing to the Bottom? Provincial Interdependence in the Canadian Federation*. University of British Columbia Press.

\*\*\*Jenna Bednar. 2008. "Constituting the Robust Federation" and "The Federal Problem" in *The Robust Federation: Principles of Design*, Cambridge University Press.

#### *Recommended*

Chris Alcantara. 2007. "Explaining Aboriginal Treaty Negotiations Outcomes in Canada: The Cases of the Inuit and the Innu in Labrador," *Canadian Journal of Political Science* 40(1): 185-207

Barry Rabe. 2008. "States on Steroids: The Intergovernmental Odyssey of American Climate Policy," *Review of Policy Research* 25 (2): 105–128.



Alan Fenna. 2007. "The Malaise of Federalism: Comparative Reflections on Commonwealth-State Relations," *Australian Journal of Public Administration* 66(3): 298-306.

Robert Schertzer, Andrew McDougall, and Grace Skogstad. 2018. "Multilateral Collaboration in Canadian Intergovernmental Relations: The Role of Procedural and Reciprocal Norms," *Publius: The Journal of Federalism* 636-663.

### **Week 3 (September 27): The Economic Case for Federalism**

\*\*\*Jonathan Rodden 2006. "Promise and Peril: Intellectual History," in *Hamilton's Paradox: The Promise and Peril of Fiscal Federalism*, Cambridge University Press, 15-47.

Kyle Hanniman. 2018. "Is Canadian Federalism Market Preserving? The View from the Bond Markets," in E. Goodyear-Grant, R. Johnston, W. Kymlicka and J. Myles (eds), *Federalism and the Welfare State in a Multicultural World*, McGill-Queen's University Press.

A. Lecours, and D. Beland. 2010. "Federalism and Fiscal Policy: The Politics of Equalization in Canada," *Publius: The Journal of Federalism* 40(4): 569-596.

#### *Recommended Readings*

Charles M. Tiebout. 1956. "A Pure Theory of Local Expenditures." *Journal of Political Economy* 64 (Oct.): 416–24.

Wallace E. Oates. 1999. "An Essay on Fiscal Federalism." *Journal of Economic Literature* 37 (3): 1120–49.

### **Week 4 (October 4): Decentralization**

L. Hooghe, and G. Marks. 2003. "Unraveling the Central State, but How? Types of Multilevel Governance," *American Political Science Review* 97(2): 233-243.

\*\*\*Mirelle Paquet. 2018. "Introduction" and "Provinces, Immigration, and Institutional Change" in *Province Building and the Federalization of Immigration in Canada*, University of Toronto Press: 3-34.

Jerald Sabin. 2017. "The NWT's Federation within a Federation? Devolution and Indigenous Government in the Northwest Territories." Montreal: Institute for Research on Public Policy. <http://irpp.org/research-studies/study-no66/>.

Jorg Broschek. 2022. "The federalization of trade politics in Switzerland, Germany, and Austria." *Regional & Federal Studies*; doi: <https://doi.org/10.1080/13597566.2021.1932829>

#### *Recommended Readings*

Paolo Dardanelli, John Kincaid, Alan Fenna, Andre Kaiser, Andre Lecours, Ajay Kumar Singh, Sean Mueller, and Stephan Vogel. 2019. "Dynamic

De/Centralization in Federations: Comparative Conclusions," *Publius: The Journal of Federalism* 49(1): 194-219.

Brian Adams. 2016. "Assessing the Merits of Decentralization: A Framework for Identifying the Causal Mechanisms Influencing Policy Outcomes," *Politics & Policy* 44(5): 820-849.

Eric Wibbels. 2006. "Madison in Baghdad? Decentralization and Federalism in Comparative Politics" *Annual Review of Political Science* 9: 165-188.

### **Week 5 (October 11): Mid-term recess, No Class**

### **Week 6 (October 18): Federalism & Multinationalism**

#### **\*\*Research Outline Due Tuesday, October 18<sup>th</sup>\*\* at 11:59PM**

Christina Isabel Zuber. 2011. "Understanding the Multinational Game: Toward a Theory of Asymmetrical Federalism." *Comparative Political Studies* 44 (5): 546–71.

Karlo Basta. 2018. "The State between Minority and Majority Nationalism: Decentralization, Symbolic Recognition, and Secessionist Crises in Spain and Canada," *Publius: The Journal of Federalism* 48(1): 51-75.

Stephanie Chouinard. 2014. "The rise of non-territorial autonomy in Canada: Towards a Doctrine of Institutional Completeness in the Domain of Minority Language Rights," *Ethnopolitics* 31(2): 141-158.

Michael McCrossan and Kiera Ladner. 2016. "Eliminating Indigenous Jurisdictions: Federalism, The Supreme Court of Canada, and Territorial Rationalities of Power," *Canadian Journal of Political Science* 49(3): 411-431.

#### *Recommended Readings:*

\*\*\*Alain Gagnon. 2022. *The Legitimacy Clash: Challenges to Democracy in Multinational States*, University of Toronto Press.

James Tully. 2000. "Struggles Over Recognition and Distribution." *Constellations* 7 (4): 469–82.

Arend Lijphart. 2008. "Constitutional Design for Divided Societies," in A. Lijphart, (ed.) *Thinking About Democracy: Power Sharing and Majority Rule in Theory and Practice*. Routledge Press.

### **Week 7 (October 25): In-Class Presentations & Peer Review Session**

#### **\*\*Peer Review Due Ahead of Class**

In the first half of the class, you will deliver a 5-minute presentation that introduces the topic of your research paper, identifies your research question and theoretical approach,

and presents an early thesis for your final paper. Your classmates will ask questions and provide initial feedback and recommendations for ways forward.

In the second half of the class, you will be paired with your “peer reviewer” to discuss in greater depth your paper, what additional questions you should be asking, thinking about the scope of your paper, etc. Your research partner will share their peer review with you, and you will use this class to plan the way forward in your research.

### **Week 8 (November 1): Federalism & Indigenous Multilevel Governance**

Christopher Alcantara 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(1): 183-204.

Gina Starblanket. 2019. “The Numbered Treaties and the Politics of Incoherency.” *Canadian Journal of Political Science* 52(3): 443-459.

Martin Papillon. 2012. “Adapting Federalism: Indigenous Multilevel Governance in Canada and the United States,” *Publius: The Journal of Federalism* 42(2): 289-312.

Erich Steinman. 2005. “Indigenous Nationhood Claims and Contemporary Federalism in Canada and the United States,” *Policy & Society* 24(1): 98-123.

#### *Recommended Readings:*

\*\*\* Jeff Corntassel and Richard C. Witmer. *Forced Federalism: Contemporary Challenges to Indigenous Nationhood*. University of Oklahoma Press: Norman.

Kiera Ladner. 2005. “Up the Creek: Fishing for a New Constitutional Order,” *Canadian Journal of Political Science*.

## Part II: The Policy Dynamics of Federal Systems

### Week 9 (November 8): Federalism & Welfare State Development

R. Kent Weaver. 2020. "Policy Dynamics in Federal Systems: A Framework for Analysis." *Publius: The Journal of Federalism* 50(2): 157-187.

Paul Pierson. 1995. "Fragmented Welfare States: Federal Institutions and the Development of Social Policy," *Governance* 8(4):449-78

Johanna Schnabel and Paolo Dardanelli. 2022. "Helping Hand or Centralizing Tool? The Politics of Conditional Grants in Australia, Canada, and the United States" *Governance*, <https://doi.org/10.1111/gove.12708>

Claire Dunn. 2022. "Subnational Politics and Redistribution in a Federal System: Determinants of Progressive Social Spending in Brazilian States," *Publius: the Journal of Federalism* 52(2): 283-309.

#### Recommended:

\*\*\*Antonia Maioni. 1998. *Parting at the Crossroads: The Emergence of Health Insurance in the United States and Canada*, Princeton University Press.

Pablo Beramendi. 2007. "Inequality and the Territorial Fragmentation of Solidarity," *International Organization* 61(4): 783-820.

R. Kent Weaver. 2018. "Political Institutions and the Welfare State in Canada and the United States," in E. Goodyear-Grant, R. Johnston, W. Kymlicka and J. Myles (eds), *Federalism and the Welfare State in a Multicultural World*, McGill-Queen's University Press.

Daniel Beland and R. Kent Weaver. 2019. "Federalism and the Politics of the Canada and Quebec Pension Plans," *Journal of International and Comparative Social Policy* 35(1): 25-40.

### Week 10 (November 15): Laboratories of Democracy?

Brendan Boyd. 2019. "Introduction: Theorizing about Provinces as Provincial Laboratories for Policy Diffusion and Transfer," in *Provincial Policy Laboratories: Policy Diffusion and Transfer in Canada's Federal System*, University of Toronto Press.

\*\*\*Jacob Grumbach. 2022. "Introduction" and "Laboratories of Democratic Backsliding" in *Laboratories Against Democracy: How National Parties Transformed State Politics*, Princeton University Press.

Srinivas C. Parinandi. 2020. "Policy Inventing and Borrowing among State Legislatures," *American Journal of Political Science* 64(4): 852-868.

Kelly B. Smith. 2022. "Laboratories of Bureaucracy: How Bureaucrats Learn across States in Setting Early Childhood Education Standards," *Publius: The Journal of Federalism*, <https://doi.org/10.1093/publius/pjac010>.

*Recommended*

Susan Rose-Ackerman. 1980. "Risk-Taking and Reelection: Does Federalism Promote Innovation?" *Journal of Legal Studies* 9: 593–616.

Jenna Bednar. 2011. "Nudging federalism toward productive experimentation," *Regional & Federal Studies*. 21(4):499–517

Jennifer Wallner. 2014. "Introduction" and "Theorizing Policy Frameworks in Federations," in *Learning to School: Federalism and Public Schooling in Canada*. Toronto: University of Toronto Press: 3-34 and 90-117.

Erich Steinman. 2004. "American Federalism and Intergovernmental Innovation in State-Tribal Relations." *Publius: The Journal of Federalism* 34 (2): 95–114.

**Week 11 (November 22): Policy Learning and Diffusion Dynamics**

Fabrizio Gilardi, and Fabio Wasserfallen. 2019. "The Politics of Policy Diffusion," *European Journal of Political Research* 58(4): 1245-1256.

Pamela J. Clouser McCann, Charles Shipan, Craig Volden. 2015. "Top-Down Federalism: State Policy Responses to National Government Discussions," *Publius: The Journal of Federalism* 45(4): 495-525.

Graeme Boushey. 2016. "Targeted for diffusion? How the use and acceptance of stereotypes shape the diffusion of criminal justice policy innovations in the American states," *American Political Science Review* 110(1): 198-214.

*Recommended Readings:*

Claire Dunlop and Claudio Radaelli. 2018. "The Lessons of Policy Learning: Types, Triggers, Hinderances, and Pathologies," *Policy & Politics* 46(2): 255-272.

\*\*\*Graeme Boushey. 2010. *Policy Diffusion Dynamics in America*. Cambridge University Press.

Andrew Karch, Sean C. Nicholson-Crotty, Neal D. Woods, and Ann O'M. Bowman. 2016. "Policy Diffusion and the Pro-Innovation Bias," *Political Research Quarterly* 69(1): 83-95.

Frances S. Berry and William D. Berry. 1999. "Innovation and Diffusion Models in Policy Research," in Paul A. Sabatier, ed. *Theories of the Policy Process*, Boulder, CO: Westview Press: 169–200.

**Week 12 (November 29): Federalism and Strategic Political Action**

**\*\*Research Paper Due Friday, December 2 at 11:59PM**

\*\*\*Lisa Miller. 2008. "Interests, Venues, and Group Participation," in *The Perils of Federalism: Race, Poverty, and the Politics of Crime Control*, Oxford University Press.

Jill Vickers. 2010. "A Two-Way Street: Federalism and Women's Politics in Canada & the United States," *Publius: The Journal of Federalism* 40(3): 412-435.

Andrew Karch. 2009. "Venue Shopping, Policy Feedback, and American Preschool Education," *Journal of Policy History* 21(1): 38-60.

*Recommended:*

F. Scharpf. 1988. "The Joint-Decision Trap: Lessons from German Federalism and European Integration," *Public Adm.* 66(3): 239-278

Michael Keating. 2013. "Rescaling, Federalization, and Interest Representation," in G. Skogstad, D. Cameron, M. Papillon, and K. Bantind (eds). *The Global Promise of Federalism*.

Wilfried Swenden. 2002. "Asymmetric Federalism and Coalition-Making in Belgium." *Publius: The Journal of Federalism* 32 (3): 67–88.

**Week 13 (December 6): The Distributional Implications of Policy Innovation in Federal Systems**

Agustina Giraudy and Jennifer Pribble. 2019. "Rethinking Measures of Democracy and Welfare State Universalism: Lessons from Subnational Research," *Regional and Federal Studies* 29(2): 135-163.

Paul Pierson. 2018. "Federalism, Race, and the American Welfare State," in E. Goodyear-Grant, R. Johnston, W. Kymlicka and J. Myles (eds), *Federalism and the Welfare State in a Multicultural World*, McGill-Queen's University Press.

\*\*\*Jamila Michener. "Federalism, Health, and Inequity," in *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press: 33-59.

*Recommended*

Daniel Beland and Andre Lecours. 2006. "Substate Nationalism and the Welfare State: Quebec and Canadian Federalism," *Nations and Nationalism* 12(1): 77-96.

Allison Harrell, Stuart Soroka, and Kiera Ladner. 2014. "Public Opinions, Prejudice, and the Racialization of Welfare in Canada," *Ethnic and Racial Studies* 37(14): 2580-2597.

Louise Chappell and Jennifer Curtin. 2012. "Does federalism matter? Evaluating state architecture and family and domestic violence policy in Australia and New Zealand," *Publius: The Journal of Federalism* 43(1): 24-43.

## **Course Policies**

### **Submission of Assignments**

Written work must be submitted electronically via Avenue to Learn. Turnitin may be enabled for the course. See the information on Turnitin on Authenticity / Plagiarism Detection (p. 13).

### **Grades**

Grades will be based on the McMaster University grading scale for graduate work:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
69-0	F

### **Late Policies**

**Critical reviews** are due **24 hours prior** to the start of the class you are writing on. No late assignments will be accepted.

The **Peer Review** assignment is due by 9AM on February 23<sup>rd</sup>, you will discuss your feedback with your peer-review partner during class that day. Late assignments will not be accepted.

For all other assignments, the following policy applies: late assignments will receive 5% off per day. Assignments more than 7 days late will not be accepted.

### **Policy on Children in Class**

Currently, the university does not have a formal policy on children in the classroom. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

- 1) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. This will be particularly acute during the ongoing pandemic. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

- 4) In all cases where babies and children come to class, I ask that you ensure that you are muted when you are not speaking in the virtual classroom. You may turn off video if you need to address attending to your child(ren).



## **University Policies**

### **Absences, Missed Work, Illness**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **Courses with an On-Line Element**

This course will use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Authenticity / Plagiarism Detection**

This course will use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

## **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, global pandemics, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.