

Western University
Department of Political Science
Advanced Local Government
PA 9901L – 001
Summer 2022

May 9-13, 9am-4pm daily
Room 7200, Social Science Centre

Instructor: Joe Lyons
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Course Information

Course Objectives: This course provides an advanced overview of local government in Canada. It surveys the structures, functions, and financing of local governments, and examines their relations with federal and provincial governments. This course is also a gateway for the rest of the program. It will give students the foundational knowledge needed to understand many of the most important issues facing local governments in Canada.

Course Organization: The course consists of a combination of readings, quizzes, lectures, student presentations, class discussions, case studies, and class exercises. We will meet daily from 9am to 4pm in SSC 4255. Most days we will cover one topic in the morning and one in the afternoon. Morning and afternoon sessions will be structured similarly. We will begin with a short interactive lecture before moving on to student presentations and active-learning type activities such as case studies and class exercises. We will break for approximately 30 minutes in the morning, one hour for lunch, and 30 minutes in the afternoon.

Readings and Materials:

Required Textbooks

Sancton, Andrew. 2021. *Canadian Local Government: An Urban Perspective*, 3rd ed. Toronto: Oxford University Press.

Spicer, Zachary, Joseph Lyons, and Kate Graham. 2020. *Local Government in Practice: Cases in Governance, Planning and Policy*. Toronto: Emond.

Both textbooks are available in hard copy or e-book format through the Book Store:

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=22022&courses%5B0%5D=001_UW/PAD9901

All other assigned readings will be available electronically, either through the course's OWL site or online. Assigned reading should be done **BEFORE** the class in which it is to be discussed.

Course Requirements:

1. *Reading Response.* Each student is required to submit a reaction paper on the assigned readings (excluding the case studies) for one topic (beginning with Topic 4 – see Course Schedule and Required Readings below for the assigned readings for each topic). Your reading response should be as close to **1,000 words** as possible. It should speak to some of the main themes and issues raised in the readings but is **NOT** intended to be a summary. This is an opportunity for you to demonstrate your grasp of the material, your creativity, and your critical thinking skills. You are encouraged to reflect on any ideas or approaches that you agree or disagree with, to develop an argument that ties some or all the readings together, and/or incorporate your own personal experiences. Examples are strongly encouraged, but they need to be well connected to the assigned readings. You will also make a short presentation on your reading response in progress to the class when your topic is being discussed (see Class Participation below for more instructions).

Reading response topics will be determined **before the start of the course**. To facilitate this, please email me (jllyons7@uwo.ca) a ranked list of the three topics (from Topics 4-11) that you are most interested in doing your reading response on **by Monday, April 25th** at the latest. You will be informed of the assigned topic for your reading response by Wednesday, April 28th.

Reading responses are to be submitted as Word documents via the 'Assignments' tab on OWL by 9am on Monday, May 16th. *Late papers will not be accepted.* There is no need to formally cite course readings in your reading responses. If you are using an idea presented in one of the assigned readings, give acknowledgement by saying something like, "as Sancton argues, ...". If you decide you need to incorporate an external source to help get a point across – which is not a requirement – cite it according to the ASA style guide (parenthetical notes and reference list).

2. *Class Participation.* Two items make up the class participation grade:

a. **Attendance and Participation.** You must keep up with the readings, attend all in-class sessions, and participate during discussions, case-related activities, and class exercises. If you are unable to attend a class, you should advise the instructor in advance.

b. **Reading Response Presentation.** You will be required make a presentation on your reading response in progress when your assigned topic is being covered in class. These presentations should be **approximately 2.5 minutes** in length. The point of this presentation is to highlight your main points and to stimulate class discussion.

3. *Quizzes.* There will be a short quiz associated with each topic. These quizzes will be based on the assigned readings and lectures and will consist of multiple-choice, fill-in-the blank, and/or true or false questions. They are designed to ensure that students have properly understood the material. The quizzes will be posted and completed through the 'Tests & Quizzes' tab on OWL. All quizzes must be completed by 5pm on Friday, May 13th.

4. *Final Assignment: Case Analysis and Activities.* Students must submit a 2,000-word paper based on one of the assigned case studies from Spicer et al. 2020. The final assignment is due by

11:55pm on Tuesday, May 24th. Papers submitted after this date will be penalized two percentage points for each day (including weekends) that the paper is late. More details to be provided during class and on OWL.

Evaluation

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| 1. Reading Response: | 30% |
| 2. Participation: | 20% |
| 3. Quizzes: | 10% |
| 4. Final Assignment: | 40% |

School of Graduate and Postdoctoral Studies Policies

Enrollment Restrictions:

Enrollment in this course is restricted to graduate students in the Local Government Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

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: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

University Services

Accessible Education Western (AEW):

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Health/Wellness 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.

Course Schedule and Required Readings

Monday, May 9

Morning

Topic 1 Orientation, Introduction, and Organization

Topic 2 The What and Why of Local Government

Readings: Sancton, chs. 1, 2, and 6.
Lucas, Jack and Alison Smith. 2019. "Which Policy Issues Matter in Canadian Municipalities? A Survey of Municipal Politicians." *University of Calgary SPP Research Paper* 12 (8),
<http://dx.doi.org/10.11575/sppp.v12i0.56964>.

Afternoon

Topic 3 Internal Municipal Structures

Readings: Sancton, pp. 171-175; 179-185; 212-217; 256-260; 266-273.
Michael Fenn and David Siegel. 2017. "The Evolving Role of City Managers and Chief Administrative Officers." *IMFG Papers on Municipal Finance and Governance* No. 31,
http://munkschool.utoronto.ca/imfg/uploads/420/imfgpaper_no31_cao_fennsiegel_may_5_2017.pdf.

Case Study: Spicer et al., "Hiring a CAO."

Tuesday, May 10

Morning

Topic 4 Municipal Elections

Readings: Sancton, pp. 165-171; 175-179; 185-189.
Moore, Aaron. 2017. "The Potential and Consequences of Municipal Electoral Reform." *IMFG Perspectives* No. 20,
https://tspace.library.utoronto.ca/bitstream/1807/78793/1/IMFG_perspectives_20_electoral_reform_AaronMoore_Oct_17_2017.pdf.
Davidson, Adrienne, Michael McGregor, and Myer Siemiatycky. 2020. "Gender, Race and Political Ambition: The Case of Ontario School Board Elections." *Canadian Journal of Political Science* 53: 461-475.

Case Studies: Spicer et al., "Online and Telephone Voting" and "Electoral Boundaries."

Afternoon

Topic 5 Federalism and Intergovernmental Relations I: Federal-Provincial-Local Relations

- Readings: Sancton, chs. 3 and 4
Taylor, Zack and Neil Bradford. 2020. "Governing Canadian Cities."
In *Canadian Cities in Transition: Understanding Contemporary Urbanism*, 6th edition, edited by Markus Moos et al. Toronto: Oxford University Press, pp. 33-50.
Alcantara, Christopher and Ian Kalman. 2019. "Diversifying Methodologies: A Haudenosaunee/Settler Approach for Measuring Indigenous-Local Intergovernmental Success." *Canadian Journal of Political Science* 52 (1): 21-38.

Case Study: Spicer et al., "Meeting with the Premier."

Wednesday, May 11

Morning

Topic 6 Federalism and Intergovernmental Relations II: Provincial-Local Relations

- Readings: Good, Kristen. 2019. "Municipalities Deserve More Autonomy and Respect."
Policy Options, <https://policyoptions.irpp.org/magazines/november-2019/municipalities-deserve-more-autonomy-and-respect/>.
Moore, Aaron. 2013. *Planning Politics in Toronto: The Ontario Municipal Board and Urban Development*. Toronto: University of Toronto Press, pp. 37-52.
Shott, Allison. 2017. "The Composition of Municipal Associations and Policy Requests to Provincial Governments: Selected Cases." *Canadian Public Administration* 60 (1): 111-34.

Case Study: Spicer et al., "Applying for an Intergovernmental Grant."

Afternoon

Topic 7 Municipal Finance I: Budgets and Borrowing

- Readings: Sancton, pp. 277- 286; 261-266.
Hanniman, Kyle. 2013. "Borrowing Today for the City of Tomorrow? Municipal Debt and Alternative Financing." *IMFG Forum* No. 3, http://munkschool.utoronto.ca/imfg/uploads/254/imfg_1453borrowingtoday_final_web_sept_12.pdf.
Siemiatycki, Matti. 2017. "Developing Homeless Shelters Through Public-Private Partnerships: The Case of the Red Door Family Shelter in Toronto." *Journal of Urban Affairs* 43 (2): 236-250.

Case Study: Spicer et al., "Balancing the Budget."

Thursday, May 12

Morning

Topic 8 Municipal Finance II: Municipal Revenue Sources

- Readings: Sancton, ch. 16 and pp. 286-297; 190-194.
Dahlby, Bev and Melville McMillan. 2019. "The Right Tax for the Job: The Role of Property Taxes in Funding Cities." *IMFG Perspectives* No. 24, https://tspace.library.utoronto.ca/bitstream/1807/94835/1/imfgperspectives_no24_propertytax_dahlbyandmcmillan_may_6_2019.pdf.
Slack, Enid and Almos Tassonyi. 2017. "Financing Urban Infrastructure in Canada: Who Should Pay?" *IMFG Papers on Municipal Finance and Governance* No. 34, https://tspace.library.utoronto.ca/bitstream/1807/79554/1/imfgpaper_no34_financinginfrastructure_slack_tassonyi_Nov_9_2017.pdf.
- Case Studies: Spicer et al., "Increasing User Fees for Recreation" and "Subsidizing Transit Passes for Seniors."

Afternoon

Topic 9 Urban Governance I: Fragmentation, Consolidation, or Regionalism?

- Readings: Sancton, pp. 109-113.
Savitch, Hank and Ron Vogel. 2009. "Regionalism and Urban Politics." In *Theories of Urban Politics*, 2nd edition, edited by Jonathan Davies and David Imbroscio, pp. 106-124. Thousand Oaks, CA: Sage.
Horak, Martin. 2013. "State Rescaling in Practice: Urban Governance Reform in Toronto." *Urban Research and Practice* 6 (3): 311-28.

<p>Class Exercise: Decide on the most appropriate governing arrangement for a fictional metropolitan area.</p>

Friday, May 13

Morning

Topic 10 Urban Governance II: Inter-Municipal Cooperation, Special-Purpose Bodies, and Municipal Restructuring

- Readings: Sancton, chs. 5 and 7, pp. 113-133, and ch. 9 (a lot of this can be skimmed).
Slack, Enid and Richard Bird. 2013. "Merging Municipalities: Is Bigger Better?" *IMFG Papers on Municipal Finance and Governance* No. 14, http://www.munkschool.utoronto.ca/imfg/uploads/219/imfg_no_14_slack_birdr3_online_final.pdf.
Wolman, Harold. 2019. "Looking at Regional Governance Institutions in

Other Countries as a Possible Model for US Metropolitan Areas: An Examination of Multipurpose Regional Service Delivery Districts in British Columbia.” *Urban Affairs Review* 55 (1): 321-354.

Case Study: Spicer et al., “Negotiating an Inter-Municipal Water Agreement.”

Class Exercise: In groups, use the ‘Governance Assessment Tool’ to assess the democratic performance of a Canadian special-purpose body.

Afternoon

Topic 11 Urban Governance III: Multilevel and Collaborative Governance

Readings: Horak, Martin. 2012. “Multilevel Governance in Toronto: Success and Failure in Canada’s Largest City.” In *Sites of Governance: Multilevel Governance and Policy Making in Canada’s Big Cities*, edited by Martin Horak and Robert Young, 228-62. Montreal and Kingston: MQUP.

Alcantara, Chris, Jörg Broschek, and Jen Nelles. 2016. “Rethinking Multilevel Governance as an Instance of Multilevel Politics: A Conceptual Strategy.” *Territory, Politics, Governance* 4 (1): 33-51.

Doberstein, Carey. 2016. “Designing Collaborative Governance Decision Making in Search of a Collaborative Advantage.” *Public Management Review* 18 (6): 819-841.

Case Study: Spicer et al., “Opening a Safe Injection Site.”
