

Public Administration 9901

Course Title:	Advanced Local Government
Day:	Monday to Friday, 7-11 May 2018
Time:	9am to noon, 1pm to 4pm
Location:	SSC 4255

Instructor:	Dr. Chris Alcantara
Office Hours:	M-F, May 7-11, 4pm to 5pm or by Appointment
Office Location:	SSC 4144
Email:	calcanta@uwo.ca
Telephone:	Ext. 85171

Course Description

This course provides an introduction to the structures, functions, and financing of local government in democratic states. The focus is on Ontario, but students may learn about the history of local government in other parts of Canada and in other countries. Through surveys of relevant academic literature, student presentations, and class discussions, students will develop their own views on the appropriate design and structure of local governments in representing and delivering public goods to local communities.

Student Learning Objectives

At the end of this course, students should be able to:

- Describe the main structures and decision-making processes used by local governments in Canada;
- Articulate the set of forces that have shaped local government in Canada and which may shape it in the future;
- Analyze the ability of local governments to address new and existing political challenges;
- Describe how academic researchers analyze and study issues of local government;
- Synthesize and assess information on local government from a variety of academic sources;
- Communicate ideas regarding the nature of Canadian local government in a variety of written and oral mediums to a diverse set of audiences.

Course Materials

The book we will be using, which can be purchased from the bookstore, is:

Andrew Sancton. 2015. *Canadian Local Government: An Urban Perspective*. Toronto: Oxford University Press.

The rest of the readings are available in OWL under the “course readings” tab on the left hand side of the course page, online and/or in the library.

Methods of Evaluation

Research Essay Outline	10%	<u>Due 13 May by 11:55pm</u>
Research Essay	40%	<u>Due 3 June by 11:55pm</u>
Presentations	20%	<u>Variable</u>
Participation	30%	<u>Continuous</u>
Total	100%	

Written Assignments

For all written assignments, please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations MUST INCLUDE PAGE NUMBERS for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

1. Research Essay Outline: Draft a 2 page or 500 word outline of your research essay. The outline should be organized using the following headings: Introduction; Analytical Framework; Case Study (or Empirics); Discussion (or Analysis); Conclusion; and References. It should include details, **in point form or full sentences**, of what each section will look like (for the references section, please list at least 6-8 sources that you will likely use for your paper).
 - a. Please refer to the “Essay Guidelines Summer 2018” pdf document on OWL (which we will discuss in class) for additional details about what kinds of information should be included in these sections.
 - b. **Submit your essay outline through OWL** under the “Assignments” tab by **11:55pm on 13 May**. Paper or emailed submissions are not allowed.
 - c. Although it is not required, you are encouraged to speak to the professor as soon as possible about the problem you plan to write about and the approach you hope to use to analyze it (see details below).

2. Research Essay: Using at least 10 academic sources (which can include course readings) write a **12 to 15 page (maximum, not including title page and bibliography) formal essay** that:
 - a. identifies a specific local-level institutional, organizational, or structural problem of your choosing but which is related in some way to course topics and themes.
 - i. Generally speaking, you could write about one of the following:
 1. a problem or set of problems with how a particular local government institution or body is designed; or
 2. a problem related to a particular organizational structure or practice (e.g. budgeting, etc.); or
 3. a problem with how local intergovernmental relations with other governments are organized and practiced;
 - b. analyzes the source and extent of that problem using course concepts and theories, themes and readings;
 - c. offers at least TWO (or more) possible solutions to the problem before advocating for and defending ONE particular solution (e.g. give reasons for why that particular solution should be pursued).
 - d. Your essay will be evaluated in terms of how well it:
 - i. it identifies the problem, its source and extent, and possible solutions to it;
 - ii. illustrates and defends its arguments using course concepts and theories, logic, evidence (e.g. examples, data, and the like) and academic literature;
 - iii. and clarity of presentation, grammar, and writing style.
 - e. **Submit your paper through OWL** under the “Assignments” tab by **11:55pm on June 3**. Paper or emailed submissions are not allowed.

Oral Assignments

1. Seminar Presentations. Students must sign up on OWL to choose ONE reading that they will present in class. The presentation **cannot exceed 10 minutes** in length and should do the following:

- a. **very briefly** summarize the main argument (everyone has read the article **so keep the summary to a minimum**, about 1 minute at most);
 - b. illustrate the main argument with examples from the real world (2 minutes);
 - c. discuss the relevance of the argument to course themes (2-3 minutes); and **most importantly**:
 - d. **offer an assessment of the persuasiveness of the argument (4-5 minutes)**;
 - e. Presentations will be evaluated on the following criteria:
 - i. Presentation style (e.g. clarity and logic of organization and delivery)
 - ii. Presentation substance (e.g. accuracy of summary; helpfulness of example from the real world for comprehension; range and depth of connections between the reading and the course themes/materials from previous classes and the present class; convincing assessment of persuasiveness based on theoretical, conceptual, and/or empirical grounds).
 - iii. The key part of this presentation is (b-d) and especially (d). **I will pay the most attention to (d) in evaluating your presentation.**
2. Seminar Participation. Each day, students are expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.** Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
1. demonstrated that they have read, understood, and thought critically about the course materials and themes;
 2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
 3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
 4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

CLASS READING SCHEDULE

Prior to coming to class, please read the assigned materials with the following questions in mind. These questions are likely the ones that will guide our discussions:

- What is the main argument of each reading?
- What kinds of examples can you offer to illustrate the main arguments?
- Do you agree or disagree with the arguments?
- What are the implications for the study and practice of local government in Canada?

Consider reading all of the materials in the weeks prior to the week of our class if you can and then plan to reread them all quickly during the week of our class. Students who have taken this class before suggested I add this advice to the syllabus. So here you go!

MONDAY MAY 7

Morning Session: Introductions, Administrivia and the Foundations of Local Government

Part 1: Introductions and a Quick Refresher on What is Public Administration and Political Science?

Be prepared to discuss:

- Why did you decide to enrol in the local government program?

- What are the most pressing problems facing Canadian municipalities?
- What municipal structures in Canada seem to work really well?
- Which structures are in need of serious reform?
- What kinds of things facilitate or prevent reform and change?

Part 2: Why Local Government? What Values Should Inform and Drive It?

Read the following:

- Sancton chapters 1 and 2;
- Warren Magnusson. 2015. "Chapter 7: The Principle of Local Self-Government." *Local Self-Government and the Right to the City*. Montreal-Kingston: McGill Queen's University Press, pp. 203-223.

Afternoon Session: Local Government Internal Relationships

The Politician-Municipal Staff Relationship: What is it? How should it operate?

Read the following:

- Sancton chapters 11 and 13;
- John Nalbandian. 2006. "Politics and Administration in Local Government." *International Journal of Public Administration* 28 (12): 1049-1063.
- David Siegal. 2015. "The Public Service Bargain in Local Government: A New Way of Looking at Relations Between Municipal Councils and CAOs." *Canadian Public Administration* 58 (3), pp. 406-425.

Possible Guest Speaker: Elected Councillor and/or CAO?

TUESDAY MAY 8

Morning Session: Federalism and Intergovernmental Relations Part 1

Federal-Provincial-Local Relations: Do we need stronger local governments?

Read the following:

- Sancton chapter 3;
- Zack Taylor. 2014. "If Different, then Why? Explaining the Divergent Political Development of Canadian and American Local Governance." *International Journal of Canadian Studies* 49: 43-80.
- Alison Smith and Zachary Spicer. 2016. "The Local Autonomy of Canada's Largest Cities." *Urban Affairs Review*. <https://doi.org/10.1177/1078087416684380>
- Samuel Mosonyi and Dennis Baker. 2016. "Bylaw Battles: Explaining Municipal-Provincial and Municipal-Federal Win-Rates." *Canadian Journal of Urban Research* 25 (2): 11-22.

Afternoon Session: Federalism and Intergovernmental Relations Part 2

Horizontal Intergovernmental Relations: Are these relationships important? How might they be fostered and encouraged?

Read the following:

- Jen Nelles and Christopher Alcantara. 2014. "Explaining the Emergence of Indigenous-Local Intergovernmental Relations in Settler Societies: A Theoretical Framework." *Urban Affairs Review*. 50 (5): 599-622.

- Clara MacCallum Fraser and Leela Viswanathan. 2013. “The Crown Duty to Consult and Ontario Municipal-First Nations Relations: Lessons Learned from the Red Hill Valley Parkway Project.” *Canadian Journal of Urban Research* 22 (1): 1-19 (Supplement).
- Zachary Spicer. 2015. “Cooperation, Coordination and Competition: Why do Municipalities Participate in Economic Development Alliances?” *Canadian Public Administration* 58 (4): 549-573.
- Zachary Spicer. 2017. “Bridging the Accountability and Transparency Gap in Inter-Municipal Collaboration.” *Local Government Studies* 47 (3): 388-407.

Possible Guest Speaker: PhD Candidate Gabriel Barbosa on Brazilian consortia

WEDNESDAY MAY 9

Morning Session: Special Purpose Bodies and the Ontario Municipal Board

What are Special Purpose Bodies? What is the OMB? What effects do they have on local government?

Read the following:

- Sancton chapter 4.
- Jack Lucas. 2013. “Hidden in Plain View: Local Agencies, Boards, and Commissions in Canada.” *IMFG Perspectives*. Toronto: Institute on Municipal Finance and Governance. http://munkschool.utoronto.ca/imfg/uploads/253/imfg_1453hiddeninplainview_final_web.pdf
- Mullin, Megan. 2008. “The Conditional Effect of Specialized Governance on Public Policy.” *American Journal of Political Science* 52: 125-41.
- Aaron Moore. 2013. *Planning Politics in Toronto: The Ontario Municipal Board and Urban Development* (Toronto: University of Toronto Press, 2013), pp. 37-52.
- Sandeep Kumar. 2005. “Urban Decision-Making: A Study of Ontario Municipal Board Decisions in Toronto.” *Canadian Journal of Urban Research* 14 (2): 209-237.

Afternoon Session: Engaging Society and the Public Part I

Part 1: Elections, Voting, and Representation: How do they work? How should they work?

Read the following:

- Sancton chapter 9;
- Sandra Breux, Jérôme Couture, and Nicole Goodman. 2016. “Fewer voters, higher stakes? The applicability of rational choice for voter turnout in Quebec municipalities.” *Environment and Planning C: Politics and Space* 35 (6), pp. 990 - 1009
- Michael McGregor, Zac Spicer, and Christopher Alcantara. 2017. “Political Opportunity Structures and the Representation of Women and Visible Minorities in Municipal Elections.” *Electoral Studies* 48 (August), pp. 10-18.
- Royce Koop and John Kraemer. 2016. “Wards, At-Large Systems and the Focus of Representation in Canadian Cities.” *Canadian Journal of Political Science* 49 (3), pp. 433-448.

Part 2: Library Visit – A Refresher on Academic Sources and Library Services with Christy Sich at 1pm-2pm

THURSDAY MAY 10

Morning Session: Engaging Society and the Public Part II

Part 1: Meta-Governance, E-Government, and Accountability and Legitimacy

Read the following:

- Caroline Andrew and Michael Goldsmith. 1998. "From Local Government to Local Governance – and Beyond?" *International Political Science Review* 19 (2): 101-117.
- Nicole Goodman, Michael McGregor, Jérôme Couture, and Sandra Breux. 2018. "Another Digital Divide? Evidence that Elimination of Paper Voting Could Lead to Digital Disenfranchisement." *Policy & Internet*. DOI: 10.1002/poi3.168.
- Carey Doberstein. 2013. "Metagovernance of Urban Governance Networks in Canada: In Pursuit of Legitimacy and Accountability." *Canadian Public Administration* 56 (4): 584-609.
- Carey Doberstein. 2016. "Designing Collaborative Governance: Decision-Making in Search of 'Collaborative Advantage'." *Public Management Review* 18 (6): 819-841.

Part 2 (11am to noon): Guest speaker: Paul Schmidt, Associate Director of the UWO Writing Support Centre. One hour refresher on essay writing and persuasion.

Afternoon Session: Borders, Territory, and Jurisdiction

Part 1: Read the following:

- Sancton chapters 5 and 8
- Zachary Spicer. 2015. "Adapting (Municipal) Form to (Provincial) Function: City-County Separation and the Introduction of the Consolidated Municipal Service Manager System in Ontario, Canada." *American Review of Canadian Studies* 53 (3), pp. 346-364.
- Enid Slack and Richard M. Bird. 2013. "Merging Municipalities: Is Bigger Better?" *IMFG Papers on Municipal Finance and Governance*.
http://munkschool.utoronto.ca/imfg/uploads/219/imfg_no_14_slack_birdr3_online_final.pdf
- Lydia Miljan and Zachary Spicer. 2015. "De-Amalgamation in Canada: Breaking Up is Hard to Do." *Fraser Institute Paper*. <https://www.fraserinstitute.org/sites/default/files/de-amalgamation-in-canada.pdf>

FRIDAY MAY 11

Morning Session (9:30am to 11:30am): Money and Financing Part I

An overview of municipal budgeting and finance

Read the following:

- Sancton chapters 10, 14, 15.

Late Morning – Early Afternoon Session (11:30am to 1pm): Money and Financing Part 2

Debates about municipal budgeting and finance

Read the following:

- Kyle Hanniman. 2013. "Borrowing Today for the City of Tomorrow? Municipal Debt and Alternative Financing." *IMFG Forum* No. 3.
- Ray Tomalty and Andrejs Skaburskis. 2003. "Development Charges and City Planning Objectives." *Canadian Journal of Urban Research* (12) 1, pp. 142-61.
- McMillan Melville and Bev Dahlby. 2014. *Do Local Governments Need Alternative Sources of Tax Revenues: An Assessment of Options for Alberta's Cities*. University of Calgary School of Public Policy, SPP Research Papers, pp. 7-26. September.

OTHER COURSE INFORMATION

Due dates and Non-medical and medical accommodation

Assignments must be submitted on the dates specified above by the beginning of class. **Failure to turn in an assignment on time will result in a penalty of FIVE percentage points for each day or partial day it is late.** Only papers accompanied by a doctor's note (stating that the illness occurred before the due date) or proper documentation in the case of family emergencies will be exempt from late penalties. Please speak to the instructor to arrange for an extension BEFORE the due date. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Essays MUST be submitted online to the appropriate assignment folder in OWL. Students are also responsible for ensuring that their paper has successfully been submitted to the appropriate assignment folder on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

Statement on Contact

If you have questions or concerns, or wish to meet with me in person, you can contact me via email, campus phone, or by attending posted office hours. Please expect at least a 24 hours delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours

Only emails sent from a valid UWO email address will be read.

Phone contact can only be made during posted office hours; the phone message systems will not be monitored. Alternative appointment times may be arranged if the office hours are not accessible.

The most preferred form of contact is in person. I am more than happy to meet with students during posted office hours or by mutually convenient appointment.

Statement on Use of Electronic Devices

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

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 Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Statement on Turnitin:

“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>).”

Students may NOT use the DRAFT option from any other course and doing so will result in a 0 on the paper.

**APPENDIX TO 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/scholastic_discipline_grad.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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.