



Economics and Policy Analysis  
Local Government (MPA) 9913  
Course Outline – Winter 2018

Course Instructor and Location:

Instructor: Rob Leone  
Office Hours: Tuesday – 12h30 to 1h30 (or see on weekends classes meet)  
Office: SSC 4140  
Telephone: 519-661-2111 ext. 84929  
E-Mail: [rleone@uwo.ca](mailto:rleone@uwo.ca)

Location: SSC 4255  
Dates: Jan 12-13, Feb 2-3, March 2-3  
Time: Friday 3:00 pm to 7:00 pm, Saturday 9:00 a.m. to 4:00 pm.

Course Overview & Learning Objectives:

This course is intended to combine economics with policy analysis. This course will explore behavioural economics and its relationship to public finance since these discussions are best placed in the context of policy analysis.

One of the key themes in this course is the reality that in order for local governments to carry out its public policy goals, economic growth is so essential to the ability of local governments to have the means to act. As a result, this course is a practical exercise on local economic development (LED) initiatives that are designed to allow students to be able to strategically plan for local economic development. This will be a collaborative effort effectively utilizing the professor's knowledge and experience in LED initiatives, coupled with the experience of local government practitioners and the research prowess of some of our full time students. Students should be prepared to engage in group work and it is beneficial to have a working computer and internet connection to carry out the group activity. We will go through the process and engage in the initial design work necessary to build a successful LED plan together!

Another key element of this course is to assess whether local political leadership has sufficient knowledge and understanding of economic development to lead the process through from start to finish. We will be discussing how we can create an assessment with respect to political leadership and then students will be asked to pick a municipality and carry out the assessment. Students should find both exercises engaging and relevant to how municipalities should address LED.

Assessment of Learning

Participation:	10%
Economic Development Political Leadership Assessment:	40%
LED Planning Group Assignment:	40%
Reflection/Peer Evaluation:	10%

## Expectations:

Students are expected to attend all sessions, read the required readings, and complete all of their tasks to the best of their ability, on time, and honestly. The principles of Western's policy on academic integrity will be strictly enforced. Students should be aware of what constitutes a breach of academic honesty, and they should also be aware of other aspects of appropriate student conduct. It is expected that students attend every seminar, preferably on time.

Students who cannot complete any of the course requirements due to medical illness or bereavement are expected to follow university policies as early as possible. Students should be aware of the rules for acceptable practices in this regard.

## Participation:

Attendance will be recorded each week and the participation grade will be based on an assessment of each student's contribution to class discussion and attendance at seminars. Please note that ***regular participation in class discussions is essential***. Attendance will be monitored, including leaving early or coming late, and a rubric will help fill out the remaining participation grades.

## Economic Development Political Leadership Assessment:

Students will choose a municipality of their liking. The goal of this assignment is to assess the local political leadership's competence in engaging in local economic development for their municipality. The goal will be to take a council, study its elected representatives, and make an assessment of the ability for it to carry through a local economic development plan, if the municipality has one, or create a plan in the event that the municipality does not. You may choose a municipality you work for or one that is completely different.

There will be 12 competencies that we will be assessing:

1. Representation
2. Communication
3. Facilitation
4. Using power
5. Decision-making
6. Enabling
7. Policy-making
8. Negotiation
9. Finance
10. Oversight
11. Institution Building
12. Leadership

As a class, we will go through each of the competencies and develop a rubric to assess our own individual cases. The point of this assignment is to uniquely apply these traits to the municipality you are studying by providing both a current assessment and advice on what is required to further enhance the assessment of the council in the future.

You are asked to submit this in the form of a report. Your report should have a title page with a unique title, your name, the date, the professor's name, and this course information on it. Your report may have an executive summary and a table of contents as well. The length of the report

should approach approximately one to two pages per competency, but this may vary depending on the information available. Students should select 6 competencies above to complete their report.

The final report is **due by 11:59pm on Sunday, March 25<sup>th</sup>, 2018**. Any papers submitted after the deadline will receive a 3% per day late penalty off the assignment grade (including weekends). No papers will be accepted past Monday, April 2<sup>nd</sup>, 2018, and a grade of 0 will be assigned for failure to submit your paper.

## Local Economic Development Assignment

For this course, we are going to marry economics with policy through an economic development project. Students will be placed in teams, and will work through various components to an economic development program. Students will have the opportunity to select from a stable of small municipalities who require an economic development plan.

Throughout the course, four economic development modules will be presented in the form of a workshop. After the material is presented, students will work in teams to sort through the information required to complete components of an economic development plan. The four components we will focus on in this class are the following:

1. Community Profile and Local Economy Assessment
2. Stakeholder Relations Plan
3. Community Readiness Action Plan
4. Competitive Assessment

While time will be set aside to do some of the work necessary to complete the modules and compile the data, it is expected that students will have to work outside of class time as well. It is strongly recommended that students have a working computer with an internet connection to assist with their group work in class. It is important that a structure and schedule of group interaction are set at the outset. Establishing internal group deadlines and a process of getting information is an informal learning objective of this course since working in municipal government does involve interaction with internal and external support. More assignment information, as well as due dates, will be available on the course site on OWL. During our last day together, we will have a presentation on the group activities.

## Reflection/Peer Evaluation

When group work is assigned, the expectation is that all members of the group are contributing to the work conducted. There will be an accountability mechanism for this and it will be worth marks. This is to minimize the free rider effect. You will be assessing how effective your own group contribution is, that of your peers, and as well, you will be required to write a reflection piece on what you learned in the course.

## Required Textbooks:

1. William Congdon, Jeffrey Kling and Sendhil Mullainathan, *Policy and Choice: Public Finance through the Lens of Behavioral Economics*, Brookings Institution Press, 2011.
2. Ted Treller, *BUILDING COMMUNITY PROSPERITY THROUGH LOCAL ECONOMIC DEVELOPMENT: An Introduction to LED Principles and Practices*, Kyiv, UK: Federation of

Canadian Municipalities/International Technical Assistance Project "Ukraine Municipal Local Economic Development", 2014.

3. UN-Habitat, "Key Competencies for Improving Local Governance Volume 1: Quick Guide," United Nations Human Settlements Programme: Nairobi, Kenya, 2005.
4. Trousdale, William, "Promoting Local Economic Development Through Strategic Planning: Volume 1: Quick Guide," EcoPlan International: Vancouver, BC, 2005.

### Schedule of Lectures

<b>Week</b>	<b>Date</b>	<b>Title of Lecture</b>	<b>Assigned Reading</b>
<b>Jan. 12</b>	Session 1	Economic Development and Local Leadership Assessment	UN-Habitat
	Session 2	Developing an Assessment	Group Work
<b>Jan. 13</b>	Session 1	Overview of Strategic Planning for LED	Trousdale, Overview
	Session 2	LED Module 1: Community Profile and LED Module 2: Stakeholder Engagement	Treller... Group Work
	Session 3	Starting the Plan: 'Where Are We'	Trousdale, Module 1
<b>Feb. 2</b>	Session 1	Identifying "Where to Go"	Trousdale, Module 2
	Session 2	LED Module 3: Community Readiness	Treller... Group Work
<b>Feb. 3</b>	Session 1	Plotting "How to Get There"	Trousdale, Module 3
	Session 2	LED Module 4: Competitive Assessment	Treller... Group Work
	Session 3	Evaluating "Did We Get There"	Trousdale, Module 4
<b>Mar. 2</b>	Session 1	Behavioural economics and public finance	Congdon et al. Chapter 1, 2 and 3
	Session 2	Choice and Information	Congdon et al. Chapter 4 and 5
<b>Mar. 3</b>	Session 1	Revenue, Taxation, and Economic Development	Congdon et. al. 6 and 7
	Session 2	LED Group Presentations	
	Session 3	LED Group Presentations	

## **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/>*

## **PLAGARISM\***

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](mailto: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.