

Western University  
Department of Political Science  
**Advanced Local Government**  
PA 9901 – 651  
Fall 2021

Tuesdays 4:30-6:30pm  
Online via Zoom

Instructor: Joe Lyons  
Office: 4162 SSC  
Office hours: Online by appointment  
E-mail: [jlyons7@uwo.ca](mailto:jlyons7@uwo.ca)

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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 includes both synchronous (real time) and asynchronous (on your own time) elements. It will consist of a combination of readings, pre-recorded lectures, student presentations, class discussions, and case studies. Lectures will be available in advance of each class and can be accessed through the ‘Lessons’ tab on the course’s OWL site. Synchronous meetings will occur on Tuesdays from 4:30-6:30pm (ET). Links for all class meetings will be available on OWL – via the ‘Zoom’ tab.

### **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=32021&courses%5B0%5D=001\\_UW/PAD9901](https://bookstore.uwo.ca/textbook-search?campus=UWO&term=32021&courses%5B0%5D=001_UW/PAD9901)

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

### **Requirements:**

*1. Two Reading Responses.* Every student is required to submit separate reaction papers on the assigned readings (excluding the case studies) for two topics (beginning September 21<sup>st</sup> – see Course Schedule and Required Readings below for the assigned readings for each topic). Each reading response should be as close to **1,000 words** as possible. Your reading responses should speak to some of the main themes and issues raised in the readings but are **NOT** intended to be summaries. They are a chance 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.

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).

Reading responses are to be submitted as Word documents via the ‘Assignments’ tab on OWL prior to the start of the relevant synchronous session. *Late papers will not be accepted.* You will be asked to present one of these responses to the class (see Class Participation).

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

a. **Attendance and Participation.** You must keep up with the readings, attend all synchronous 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 to submit a **pre-recorded audio presentation** on your reading response to the instructor via email by 9am the Monday before the relevant synchronous session. These will be uploaded by the instructor to OWL, so that everyone has a chance to listen to your presentation beforehand. These presentations should be **approximately 2.5 minutes** in length. The point of these presentations is to highlight your main points and to stimulate class discussion.

Please email me a ranked list of the three topics that you are most interested in doing your reading response presentation on **by Monday, September 13<sup>th</sup>** at the latest. You will be informed of the assigned topic for your reading response presentation by Tuesday, September 14<sup>th</sup>. You will obviously write one of your reading responses on your assigned presentation topic. Your other reading response can be on any other topic of your choosing (from September 21<sup>st</sup> on).

*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 prior to the start of the relevant synchronous class session.

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, December 7<sup>th</sup>. 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:**

- 1. Reading Responses: 40% (20% each)
- 2. Participation: 20%
- 3. Quizzes 10%
- 4. Final Assignment 30%

**University Regulations and Services**

**Enrollment Restrictions:**

Enrollment in this course is restricted to graduate students in the online stream of the Local Government Program’s Graduate Diploma in Public Administration.

**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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

**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.

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**Course Schedule and Required Readings**

- Sept. 7           **Orientation, Introduction, and Organization**
- Sept. 14          **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>.
- Sept. 21          **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](http://munkschool.utoronto.ca/imfg/uploads/420/imfgpaper_no31_cao_fennsiegel_may_5_2017.pdf).
- Case Study:      Spicer et al., "Hiring a CAO."
- Sept. 28          **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](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*,  
<https://doi.org/10.1017/S0008423919001057>.
- Case Studies:    Spicer et al., "Online and Telephone Voting" and "Electoral Boundaries."
- Oct. 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.”

Oct. 12 **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.”

Oct. 19 **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](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*, <https://doi.org/10.1080/07352166.2017.1368299>.

Case Study: Spicer et al., “Balancing the Budget.”

Oct. 26 **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](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](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.”

Nov. 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.

***Class Exercise:***

Decide on the most appropriate governing arrangement for a fictional metropolitan area.

Nov. 16      **Urban Governance II: Inter-Municipal Agreements, Special-Purpose Bodies, and Annexations**

Readings:      Sancton, chs. 5 and 7.  
Côté, André, Gabriel Eidelman, and Michael Fenn. 2020. “A Playbook for Voluntary Regional Governance in Greater Toronto.” *IMFG Perspectives* No. 28,  
<https://tspace.library.utoronto.ca/bitstream/1807/100862/1/Perspectives-28-Playbook-Regional-Governance-Toronto.pdf>.  
Lyons, Joseph. 2020. “The Democratic Dimensions of Specialized Governments.” In *What is Democracy and How Do We Study It?*, edited by Cameron Anderson and Laura Stephenson. Toronto: University of Toronto Press.

***Class Exercise:***

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

Nov. 23      **Urban Governance III: Two-Tier Systems and Amalgamations**

Readings:      Sancton, 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](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.”

Nov. 30 **Urban Governance IV: 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.”