COURSE OBJECTIVES

This course is designed to give students a critical understanding of the key policy and administrative challenges facing urban governments. The goals are to: explore some of the major theoretical approaches to the role and importance of local government; critically assess the environment in which municipal governments currently operate; provide an understanding of the main structures and processes of urban ‘governance’; and examine how urban governments are addressing the major transformations they have faced in recent years. The focus is primarily on urban governments and on the Canadian context, although most of the issues have application to smaller municipalities and to cities in other developed and in developing countries. Students will be encouraged to draw upon and make use of experience and examples from a wide range of cities and jurisdictions.

COURSE STRUCTURE

The course will follow a seminar format, with weekly discussion of the assigned readings. However, in order to structure the discussion, seminar participants will be assigned specific readings in certain weeks which they can then present back to the group the following week and use this to lead group discussion. In addition, students should write a critique of the article they present (see below) and share with the class. Weeks 9-12 will provide time for pairs or small groups to present on urban issues and or issues of municipal governance within a Canadian or international cities (2 per class and ideally one Canadian example and one focusing on an international example).

COURSE FORMAT

The course follows a structured seminar format that requires participants to come to class prepared, having done the week’s readings, and ready to discuss and analyse them in detail. In order to structure the classes, everyone will be assigned a specific reading (or readings) for which they are responsible for presenting to the class and for leading group discussion. Presentations should be accompanied by a short (1-2 page) summary and critique of the article’s key themes with sufficient copies to distribute to each member of the class. During the final weeks of the course, small teams or pairs (depending on the class size) will be able to present to the class on urban and municipal issues covered in the readings by relating it to a specific Canadian or international city. During the course guest speakers may be invited into class (If you have a contact or suggestion for a speaker, please let me know).
COURSEWORK AND EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Summary &amp; Analysis of selected reading(s)</th>
<th>City Focus</th>
<th>Term Paper</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>As selected</td>
<td>Last classes</td>
<td>Last Class</td>
<td>Throughout</td>
</tr>
<tr>
<td>% of Final Grade</td>
<td>10%</td>
<td>20%</td>
<td>60%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Summary analysis and class participation (20%)
Presentations should be succinct and no more than ten minutes in length. Summaries should also be succinct and no longer than two pages in length. Please note that presentations and summaries should not be simply condensed versions of the article, but will be assessed on their ability to address the following questions:

a) What are the principal arguments in the article and how are they relevant to the main topic(s) of the class?
b) What theoretical perspective, if any, does the article adopt?
c) How does the article compare to related work on this topic?
d) How does the article compare to other articles and arguments discussed in the course?
e) How does the article relate to real and topical issues and/or your own experience?
f) How valid or important is the article’s argument and how might it be improved?

In addition, the presentation will be assessed on your ability to stimulate and guide discussion and respond to questions effectively. To this end you may find that generating 2 or 3 questions yourself for the group to discuss is an effective way of promoting and guiding relevant discussion. You can simply discuss the paper or present some key points using power point but you can also be creative (e.g. by introducing pictures, video material, artifacts, newspaper articles or news clips, conducting a quick exercise or presenting related findings from other research etc.).

The class participation element of the mark will reflect attendance (please let me know in advance if you are not able to attend class) and ‘informed’ participation in class discussion.

Group Presentation ‘City focus’ (20%)
You will be assigned to work in a small group responsible for presenting back to class on municipal and urban issues relating to a particular Canadian city or international city. The main aim is to relate and apply course material from that week to analysis of the particular city and provide the class with a useful case study in current municipal and urban issues. You can approach this in a number of ways, but you might want to include: a brief outline of any historical, economic or political issues that are particularly
significant in influencing its structure and development; analysis of any particular problems or challenges faced by the city and an assessment of any steps being taken to address them; examples of any key leaders or opinion formers (e.g. Mayors, councillors, provincial or federal politicians) who have been influential in the city’s development; an assessment of the role played by the city’s municipal government in respect of its economic and political role; consideration of how the city needs to and/or will develop in the future.

NB Please submit an electronic and hard copy of an executive summary (two pages) outlining your presentation as well as any handouts used such as power point or news articles.

**Term paper (60%)**

An essay of no more than 4000 words will be due by the last class of this course. The goal of this assignment is to enable you to explore in some depth an aspect of urban governance that is of particular interest to you. The paper should use relevant theories discussed during the course to analyse a ‘real’ local government or urban issue. You may choose, for example, to explore further the application of a theoretical framework, examine issues of multi-level governance from the local perspective or undertake a case study of a policy or institution in a particular city or jurisdiction.

The aim of the paper is to critically analyse and not simply describe an issue, policy or reform and it should demonstrate knowledge and understanding of the literature by applying it to your chosen topic.

**N.B. Please submit the term paper in electronic word (preferably) or pdf. format.**

**GRADING CRITERIA**

Students should be aware of and must adhere to the University’s policies on plagiarism.

The SPPA use Carleton University’s 12 point grading scale with the following descriptive equivalencies. Normally, graduate students do not get credit for courses with a grade of less than B-.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>12</td>
<td>Outstanding. For written work, virtually publishable. Demonstrates evaluative judgment and mastery of technical as well as literary aspects of writing.</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td>Excellent. Demonstrates superior grasp of material and capacity to understand and extend underlying patterns.</td>
</tr>
<tr>
<td>A-</td>
<td>10</td>
<td>Very good. Demonstrates clear grasp of material, its component parts, and capacity to analyze their relationships to each other.</td>
</tr>
<tr>
<td>B+</td>
<td>9</td>
<td>Good. Demonstrates basic understanding of material and ability to apply concepts. Written work is competent.</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>Satisfactory, but below average. Demonstrates comprehension of material with ability to apply concepts.</td>
</tr>
<tr>
<td>B-</td>
<td>7</td>
<td>Adequate, but less than average. Demonstrates comprehension and understanding, with limited capacity for application.</td>
</tr>
<tr>
<td>C+</td>
<td>6</td>
<td>Less than adequate. A final grade of C+ is not normally sufficient for credit.</td>
</tr>
</tbody>
</table>
Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at [http://www2.carleton.ca PMC/new-and-current-students/dates-and-deadlines/](http://www2.carleton.ca PMC/new-and-current-students/dates-and-deadlines/)

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)
COURSE TEXT AND REQUIRED READINGS:


(ES) Electronic Sources
- Websites and library on-line journal articles

(BC) Book chapters (or non electronic sites)

JOURNALS AND WEBSITES

You will find the following journals (many available on line through the library) and websites extremely useful for the course and your MA research.

<table>
<thead>
<tr>
<th>Public Sector Journals</th>
<th>Urban/local govt. journals</th>
<th>Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Administration Review</td>
<td>Canadian Journal of Urban Research</td>
<td>Institute for Research on Public Policy</td>
</tr>
<tr>
<td>International Public Management</td>
<td>International Journal of Urban and Regional Research</td>
<td>IRPP 'Policy Options'</td>
</tr>
<tr>
<td>Canadian Public Administration</td>
<td>Institute of Intergovernmental Relations</td>
<td>Federation of Canadian Municipalities</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.communitystudy.ca">http://www.communitystudy.ca</a></td>
<td>Canadian Policy Research Networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institute for Public Policy research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.canurb.com">http://www.canurb.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.munkschool.utoronto.ca/imfg/resources/">http://www.munkschool.utoronto.ca/imfg/resources/</a></td>
</tr>
</tbody>
</table>

REPORTS

The following reports will be used and referred to throughout the course and you will also find them helpful for your research. The list will be updated as reports become available.


CLASS SCHEDULE

I  PERSPECTIVES CONTEXT & PROCESSES
Class 1  Introduction and overview
Class 2  Conceptualising the role of local government
Class 3  Why cities matter

II  MUNICIPAL AND MULTI-LEVEL GOVERNANCE
Class 4  How local government works
Class 5  Metropolitan restructuring and governance: “Size matters”
Class 6  Inter-governmental relations
Class 7  Financing local government and infrastructure: opportunities, challenges and trends

III  CHALLENGES, CONCERNS & OPPORTUNITIES
Class 8  Building an “ethical infrastructure”?
Class 9  The city as democracy: how to engage (and dis-engage) citizens
Class 10  Sustainable development: city planning, sprawl and service delivery
Class 11  City governments and economic development
Class 12  Diversity, social cohesion and inclusivity: towards thriving cities and communities

SCHEDULE AND READINGS:

Class 1  Introduction and Overview

_______________________________

Class 2  Urban studies and the Role of Local Government

- Urban studies and theoretical approaches
- Political economy of Local Government
- Historical legacies in Canada

T&T
Ch. 2

ES
http://journals2.scholarsportal.info.proxy.library.carleton.ca/tmp/17595919382389461295.pdf**

**Zack Taylor; Gabriel Eidelman, Canadian Political Science and the City: A Limited Engagement Canadian Journal of Political Science (December 2010), 43 (4), pg. 961-981http://journals2.scholarsportal.info.proxy.library.carleton.ca/tmp/5891743431121297387.pdf**

http://journals2.scholarsportal.info.proxy.library.carleton.ca/tmp/10842540173315191719.pdf**

Class 3 Why Cities Matter

- Are place and geography dead?
- To what end?: the kind of the cities we want
- Consumption vs liveability?
- Key urban policy issues, pressures and constraints: an overview
- The creative class thesis

T&TT
Ch.1

ES


BCs

**Class 4: How Local Government Works**

- The legislative framework
- The municipal decision making process
- The impact of NPM on values and accountability
- Do we need political parties?
- Municipal elections
- Who runs Canadian cities?

**T&T**
Chs. 8 & 9

**ES**


**Report**

---

**Class 5** Metropolitan Restructuring and Governance: Size Matters?

- Approaches to governing metropolitan regions
- The Legacy of public choice theory
- The amalgamation debate Setting boundaries and restructuring
- Urban-rural tensions and strategic planning

**T&T**
Chapters 4 and 5

**ES**


**BC**


**Reports**


Class 6  Intergovernmental Relations

- The federal role in cities
- Provincial-municipal relations in the context of our federal state
- Place based policy making
- Inter-municipal relationships – the new regionalism or not?
- Municipal lobbying – the FCM, AMO and the rest of the alphabet soup

T&T

Ch 6.

ES


*Paul Shaker, ‘More than Money: The New Deal for Cities and a Federal Urban Lens’ (2005), Centre for Community Study


____________________________________________________________________

**Class 7: Financing Municipal Government and Infrastructure: ....Opportunities, challenges and trends**

- Municipal revenues – sources and constraints
- The budgetary process
- The role of contracting out and P3s in contemporary municipal government
- Alternative options

T&T
Ch.7

ES


http://www.canadascities.ca/pdf/2002_CWF_Big_City_Revenue_Sources.pdf


Class 8: Building an Ethical Infrastructure?

- Procurement
- Corruption
- Conflict of interest
- Lobbying & donations
- Oversight and Audit

Readings TBC

ES

*Denise Bellamy, Ethics and good urban governance in Toronto: the Bellamy report and integrity in public service. Canadian Public Administration 50.3 (Fall 2007): p437(12). (5026 words)


Stephen M. King, Bradley S. Chilton, and Gary E. Roberts (2010) Reflections on Defining the Public Interest; Administration & Society, 41(8) 954–978

BC

*Sam Austin and Lisa Young, Political Finance in City Elections: Toronto and Calgary Compared, CPSA conference 2006
Fun** Robert MacDermid Municipal Elections in the Toronto Region1, CPSA conference 2006 (see report below for more details on this research if you have time)

Reports


Class 9: How Citizens Engage and Dis-engage

- Municipal “citizenship”
- Direct and participatory democracy
- Community-based policy making and empowerment
- Social movements and city government (NIMBY)

T&T
Ch 10.

ES


http://journals1.scholarsportal.info.proxy.library.carleton.ca/tmp/9188173205262042876.pdf

BC


---

**Class 10: Sustainable Development: City Planning and Service Delivery**

- The history and process of land use planning
- The *realpolitik* of planning, service delivery and municipal governance
- What make a sustainable city?
- Capital cities as a special case
- Affordable housing, neighbourhoods and the process of gentrification

T&T
Ch.3

**ES**


*Gabor Zavanyi, ‘A growth-management strategy for the Auckland region of New Zealand: pursuit of sustainability or mere growth accommodation?’* [http://catalogue.library.carleton.ca/search/tsusatianable+development/tsusatianable+development/-2%2C0%2C0%2CB1856&FF=tsustainable+development&3%2C%2C3%2C1%2C0/indexsort=-](http://catalogue.library.carleton.ca/search/tsusatianable+development/tsusatianable+development/-2%2C0%2C0%2CB1856&FF=tsustainable+development&3%2C%2C3%2C1%2C0/indexsort=-)


*David Satterwaite, ‘Sustainable Cities...’ in Urban Studies, Volume 34, Number 10 / October 1, 1997


NRTEE, Environmental Quality in Canadian Cities: The Federal Role (NB, this is a 93 page booklet for reference only - executive summary is pp 11-15 on your computer pdf.)
http://www.nrtee-trnee.ca/Publications/PDF/SOD_Urban_E.pdf

Pauline Comeau, ‘Plan now or pay later: Are we doing all we can to prevent natural disaster damage? 2005 FCM’ http://www.fcm.ca/english/publications/cover.pdf

For useful one pager on what sustainability means go to: http://www.hku.hk/ppaweb/

For full list of FCM publications on sustainable development, go to:
http://www.fcm.ca/english/cscd/publications.html

Local action on Climate changes


_______________________________________

Class11: City Governments & Economic Development

• What can/should municipalities do?
• What are the limits?
• Boosterism: pros & cons
• Sports arenas, malls and business subsidies

T&T
Ch 11

ES


BC
E. Champagne, Impact Of The Global Economic Downturn On Municipalities In Canada, accepted.
Published in: David Bailey et Caroline Chapain (eds.) (2011). The Recession and Beyond: Local Authority


Reports
Commonwealth Local Government Conference Energising local economies: partnerships for prosperous
communities 15-18 March 2011, City Hall, Cardiff, UK http://www.clgc2011.org/userfiles/7/files/CLGC-2011-
background-paper.pdf (Good resource)

Class 12: Diversity, Social Cohesion and Inclusivity: Towards thriving Cities and Communities

• Immigration and multicultural cities
• Aboriginal people and Aboriginal peoples in the urban context
• Housing and homelessness
• implications for representation, policy and governance

ES
*Starting On Solid Ground: The Municipal Role In Immigrant Settlement, FCM

*Leo, Christopher and Martine August. 2009. “The Multilevel Governance of Immigration and Settlement:

*Federation of Canadian Municipalities. 2010. Quality of Life in Canadian Communities: Mending
Canada’s Frayed Social Safety Net: The Role of Canadian Municipal Governments. (Ottawa)
Http://www.fcm.ca

*Frances Frisken and M. Wallace, “Governing the Multicultural City-Region,” Canadian Public
Administration, 46, 2, Summer 2003, pp. 153-178.


Christian Poirier, ‘Federal-Municipal Relations in Immigration and Settlement’ (2003), conference paper,
Institute of Intergovernmental Relations, Queens
http://www.iigr.ca/conferences/archive/pdfs4/Poirier.pdf


*C. Hanselmann and R. Gibbins, ‘Intergovernmentalism in the Urban Aboriginal Context’ Conference

Evelyn J. Peters, ‘Geographies of Urban Aboriginal People in Canada’ Conference paper, Queens 2002


**BC**


________________________________________

**Term Paper handed in**

**End of course**