

DALHOUSIE UNIVERSITY

POLI 2230 - Municipal Law and City Politics in Canada

3 Credit Hours

Fall 2020

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Technology Support

If you require support for the course or university technologies (Brightspace, Collaborate Ultra, email, Microsoft products) you can contact Information Technology Services (ITS) at support@dal.ca

Office Hours

I will be available to meet with students by appointment only. Any such meeting will take place on Microsoft Teams. Instructions on how to use Microsoft Teams are available in the Orientation section of Brightspace.

To the extent possible, students are encouraged to ask questions about the course structures and material in a general discussion board in Brightspace called “Course Questions.” Students can post questions in this space to be answered by either other students or by the instructor.

Note: If you would like the instructor to answer the question then please address it to me. You can also email me if you prefer to ask a question in private. However, remember that if you have a question there’s a very good chance that another student might have the same question. Before asking questions or engaging with the course material online in any form, please review the netiquette guidelines below.

Netiquette

Please review the following [15 rules of netiquette](#) before engaging with your peers online.

Course Description and Objectives

In Canada, until recently, many political scientists neglected the study of municipal government and politics, focusing instead on the institutions and policymaking processes of federal and provincial jurisdictions. This is because, in Canada, municipal governments lack independent constitutional status and are highly limited in their legal, fiscal, and political autonomy. A constitutional doctrine of municipalities as “creatures of the provinces,” which minimizes their importance, continues to influence public policy.

Nevertheless, although historically dominant, such interpretations of municipalities’ place in Canada’s constitutional order are contested by academics and political elites who view local democracy as fundamental to liberal democratic orders. These scholars also note the rising importance of cities across the world. In fact, Canada is a primarily urban country and its major political, economic, and social challenges intersect in cities. Although the federal and provincial government also contribute to governing urban places, many municipalities in Canada’s major urban centres are at the forefront of policy change in areas such as immigration which is formally outside of their jurisdiction. They aren’t simply policy takers, implementing policies determined by “upper level” governments but are also policy makers in these and other important areas. More generally, municipal laws and enforcement practices although seemingly mundane, have important political consequences that are underappreciated in part because of the notion of municipalities as “creatures of the provinces”. The tendency for political elites to downplay municipalities’ importance has contributed to a failure on the part of academics and citizens to appreciate how local lawmaking and policymaking have considerable impacts on the citizen equity.

The course is divided into two parts. The first part of the course examines municipal law from the perspective of how municipal institutions are designed and power is delegated to municipalities in provincial law. The second section examines municipal law (in other words bylaws) and their enforcement in cities as well as the power relations that shape their impact.

The **objectives of this course** are to provide students with the analytical tools to better understand: the nature and impact of municipalities’ constitutional and legal status; municipal responsibilities in Canada; the distinct nature of municipal institutions; the impact of municipal law on power in cities; the politics and policy-making processes of Canadian municipalities; as well as the normative basis for these laws, politics and policies. A major concern is to evaluate whether city governments and their legal frameworks support a rich local democracy as well as equitable and effective service delivery in the face of contemporary urban challenges. We adopt a critical perspective on municipal law and governance, engaging with fundamentally constitutional questions about municipalities’ purpose and their evolving role within Canadian federalism as well as the extent to which municipal laws and decisions respond equitably to the diversity of urban populations. The course covers the basic topics of how municipal systems are constituted legally as well as engaging critically with municipal lawmaking and governance using political economy, anti-racism and anti-colonial lenses.

Calendar Description (to be updated to reflect the material more accurately)

Most Canadians live in cities, yet local government is the weakest unit in our federal system. What accounts for this? After all, local government has often been described as the foundation of democracy. In Canada, local governments have many unique characteristics, from their constitutional status to the council system and a tradition of non-partisan government. We will explore the character of local government and the issues related to local governance, including regional and metropolitan restructuring and citizen participation, municipal finance, provincial-local relations, and the role of the federal government.

EXCLUSIONS: POLI 3216.03 and POLI 3232.03

Format

This course is offered online in an asynchronous format.

Learning Platform

The learning platform for this course is Brightspace, which can be accessed at the following address:

<https://dal.brightspace.com>

Learning Structure

There are 12 “modules” or “topics” in this course. Since classes begin on a Tuesday (September 8th), each new module will begin on a Tuesday.

On the **Tuesday** a module begins, the course material for the week, including a course lecture (or lectures) will be released. Students should listen to the lecture(s), read the assigned reading material, and cover any other material for the module on Tuesday (and up to Friday) at which point an “individual participation task” will be due. The discussion forum in which you should post your “individual participation task” will **open up on Thursday mornings at 8 a.m.** Atlantic time and will **close at 11:59 p.m. on Fridays.**

Students will be making weekly posts on a discussion board (see below) which will be graded and are encouraged to post their submission by Thursday morning in order to be able to contribute to the discussion.

Individual participation tasks involve either posting a response to the discussion question of a particular length (see below) or posting a written piece on a related topic. All responses will be visible to the class but students will not be able to see other students’ responses until they have posted theirs. Students are also expected to contribute to the class discussion forum weekly. The discussion forum will be structured around the assigned discussion question.

Students will be placed in groups of approximately 5 students, depending on enrollment. **These groups will remain the same for all of the group coursework**, which comprises 50% of the assessed work for this course.

As part of the course’s group work, students will be expected to build a course wiki around the concept of “municipality”. Some hints about what should be included weekly are noted in the summary of the modules below, but it is up to the group to ensure that the course material is reflected comprehensively and accurately as well as analyzed in a rigorous way (see description of wikis below). Although material can be added or edited at any time, after all of the course material for a module has been covered and the discussion has concluded (at 11: 59 p.m. Atlantic time on Friday nights), the group should ensure that the week’s material is reflected in the wiki. Although the wiki won’t be graded until the end of the class, the instructor will monitor the wiki to ensure that the material is being understood and will provide feedback to the class as a whole. For this reason, to benefit from ongoing feedback, the wiki must be kept up to date.

Students will also work on a group project with the same group (see description below). Students are asked to identify a topic (or even a broad area of interest) by **November 1, 2020** and to inform the instructor via email. The group presentations will be made during the final week/constitute the final class module.

Course Requirements and Assessment

Group Work (50%)

Group wiki	25%
Group project	25%

Individual Work (50%)

Participation	30%
Take home exam	20%

Group Work

In your group work space in Brightspace you will find your wiki tool and a OneNote Notebook for the group assignments described below. You will be able to begin using your OneNote Notebook beginning on September 22nd.

There is also a discussion board to facilitate your communication with your peers as well as a “Virtual Meeting Room” which is where you should collaborate with group members. The tool for the “Virtual Meeting Room” is Collaborate Ultra and instructions for using this tool are available in the Orientation section of the course.

The names of your group members will be posted under the Orientation section of the course. Please use the “Group Discussion Boards” to communicate with your group members as personal email addresses will not be shared by the instructor.

Group Wiki (25% of final grade)

Students will work on a wiki that links the major concepts of the course throughout the term. A guide to using the wiki tool can be found here:

https://community.campuspack.net/Groups/Documentation/Campus_Pack_User_Guide#/page/289586661

The wiki will be organized around the term “municipality” (with an understanding that we are studying **Canadian municipalities** although groups may want to use comparisons

with municipalities and municipal systems in other countries to analyze the material). Each week the group should add material to the wiki based on the major concepts discussed each week. This should include basic definitions, discussion of the significance of major concepts and a critical analysis of the material. The wikis should contain the relevant material from course readings as well as relevant ideas from the class discussions and outside sources.

All of the material in the wiki should be supported using the course readings and other reliable research sources including but not limited to scholarly works; reports from think tanks; reliable newspaper sources; government and other reliable websites; and primary documents such as government documents, reports, municipal bylaws and provincial laws. Providing references is also crucial to avoiding plagiarism (see note in the syllabus on academic integrity).

Objectives of the wiki: The objective of the wiki is to encourage students to **learn** and **critically analyze** the central institutions, legal devices, concepts and ideas of the course. The wiki assignment is also meant to encourage students to **build their research skills** in a fun and collaborative environment. The instructor also hopes that this effort will build a sense of community in the course both through group work but also because the wikis will ultimately be shared among groups which means that students are themselves major contributors to the course's content. There are topics that must be covered in the wiki to meet the "comprehensiveness" aspect of evaluation. However, there could be aspects of municipal law and politics that group members want the class to know about. **Have fun with the material and take advantage of the opportunity to educate yourself and your peers about municipal law and politics in Canada!**

Final deadline: December 7th at 8: 00 a.m. (Atlantic Time/Atlantic Standard Time)

Rubric for Wikis on the Course Material

Wikis will be graded on their comprehensiveness, accuracy; critical analysis of the material; use of high-quality sources to reference and support the material; and the quality of the writing. As a summary of the material of the course, they should be at least 5,000 words in length (not including the bibliography). There is no upper limit on words (and additional material is encouraged) but please ensure that the quality of the material is not sacrificed to write in a longer wiki (the material is supported, integrated well, critically analyzed and accurate).

Note: Students should also review the "Undergraduate Courses Grading Scale and Definitions" below for descriptions of the quality of work associated with various letter grades.

Comments

Component of Evaluation	Elaboration of component	Value
Comprehensiveness and accuracy	Assessment of the extent to which all of the relevant course material from the reading material and other sources listed in the syllabus have been incorporated into the wiki as well as its accuracy.	40%
Critical analysis	Assessment of whether alternative perspectives on the material have been provided where appropriate; whether contested concepts have been analyzed in a nuanced way; whether connections have been made among the modules/topics and how the material has been organized and integrated in the wiki (which affects how connections between concepts are made and how analytical rather than descriptive the wiki is).	40%
Research Support	Assessment of whether the course material is referenced accurately and effectively to support the material in the wiki as well as the quality of research conducted for the wiki. The sources should be provided using in-text citations that include the author's last name, date and page number (with a full bibliography provided at the end of the wiki). The wiki should engage with at least ten sources beyond the course material (scholarly, media sources, reports, films and videos, credible websites and others).	10%
Quality of the Writing	Assessment of whether the writing is clear, concise and grammatically correct.	10%
Total	Total out of 100 will be translated into 25% of final grade.	100%

Group Project (25% of final grade)

Ideas for Improving Municipal Democracy, Governance, Policy and Law in the HRM

Group presentations should identify, present and defend an idea for improving municipal governance in the Halifax Regional Municipality. The idea could address either a municipal policy/bylaw or address broader questions of how municipal institutions are constituted in provincial laws.

A useful way of thinking about this would be to:

1. Identify a gap or problem with a policy/law or deficit in the HRM's municipal institutions;
2. Explain why this policy problem or deficit in municipal institutions/municipal law is important;
3. Identify a possible solution to the policy problem/way of addressing the deficit in municipal institutions (this could involve a policy change at the municipal level or a change in provincial law);
4. Make the case that it would work or has a reasonable chance of working (be sure to work through the legal implications, the political opposition that the change could generate, think about unintended negative and positive consequences that could arise etc.)

It may be useful to consult other jurisdictions for ideas and to think about the similarities and differences between the HRM and those municipalities in order to make a strong case that the policy change could be emulated or to present a nuanced position.

Note: If members of the group agree that they would rather make a presentation about another urban or suburban municipality, that would be accommodated. However, there is a strong case to be made for engaging with the municipality in which Dalhousie University is located particularly because the literature is dominated by coverage of larger cities in Canada.

The Group Project will consist of two elements – A “backgrounder” and a “presentation”.

Note: The material generated by these projects constitutes “Module 12” of the course and could be integrated into the course wikis if appropriate.

Backgrounder

Using your Group **OneNote** to collaborate, each group should **create a “backgrounder” (of about 2000 words)** that will be shared with the class on the discussion board on **Tuesday, December 1 no later than 12 p.m.** (Atlantic Time/Atlantic Standard Time).

Note: The **discussion board will open at 8 a.m.** on Tuesday, December 1 so this gives you a four-hour window to post.

The presentations and backgrounders will constitute the week’s learning material. **All students will be expected to read these backgrounders and to post comments on them and on the presentation (see below) in a class discussion forum.** The information in the backgrounder should be supported by reliable sources including but not limited to scholarly works; reports from think tanks; reliable newspaper sources; government and other reliable websites; and primary documents such as government documents, reports, municipal bylaws and provincial laws. Providing references is also crucial to avoiding plagiarism (see note in the syllabus on academic integrity).

Presentation

The presentation should consist of a 5-7 minute audio presentation designed to persuade your colleagues of the merits of your proposal for change. Group members could either designate a single presenter from the group or divide the presentation in to segments or a series of audio posts from various group members. In order to be concise, the presentation should be written out in full before making the audio recording and **the written transcript should be submitted to the instructor** via email at the same time (this will also ensure the accessibility of the material to students). The transcript should also be posted to discussion forum in Module 12.

The backgrounder will be worth 15% of the group presentation grade and the presentation will be worth 10%.

Note: The presentation should also be posted in the **discussion board for Module 12 between 8 a.m.** and 12 p.m. (AST) on Tuesday, December 1. This gives you a four-hour window to post.

(See extended rubric on the page that follows)

Group Presentation (25% of Final Grade)		
Backgrounder		
Component of Evaluation	Elaboration of component	Value
Merit of idea and critical analysis	Assessment of the idea’s merit based on the critical analysis of the “problem,” other possible reform options and its feasibility.	40%
Accuracy and effectiveness	Assessment of the factual correctness of the material as well as whether the material covered and its organization provide an effective “backgrounder” for the presentation	30%

	(the quality of the critical analysis of the material is in play here as well)	
Research Support	Assessment of whether the material is referenced accurately and effectively supported by high quality research sources. The sources should be provided using in-text citations that include the author, date and page number (with a full bibliography provided at the end of the wiki). The wiki should engage with at least five sources beyond the course material (scholarly, media sources, reports, reliable websites and others).	20%
Quality of the Writing	Assessment of whether the writing is clear, concise and grammatically correct.	10%
Total		100 (15% of final grade)
Presentation (10% of final grade)		
Organization and clarity	Assesses whether the material is summarized effectively and presented clearly as well as organized effectively and logically.	50%
Persuasiveness of the idea and student engagement	Assesses the presentation's persuasiveness and the level of student interest/engagement that it generated in the discussion board.	50%
		100% (10% of the final grade)

Individual Participation on Discussion Boards (30% of final grade)

Module and Task	Task Description	Deadline	Value
1	Introduction: post a one-minute video introducing yourself to the class and answer the question of “why study municipal law and politics?”	09/11/20	0 but required
2	Write and post a 200-word response to the weekly discussion question.	09/18/20	10%
3	Write and post 100-word clause of a municipal act that reflects your concept of what a municipalities’ purpose should be.	09/25/20	0 but required
4	Write and post a 200-word response to the weekly discussion question.	10/02/20	10%
5	Write and post a 200-word response to the weekly discussion question and include a link to a relevant news media piece on the HRM election.	10/09/20	10%
6	No post required this weekly but don’t forget to contribute to the discussion.	10/16/20	0
7	Write and post a 200-word response to the weekly discussion question.	10/23/20	10%
8	Write and post a 200-word response to the weekly discussion question.	10/30/20	10%
9	Post a 400-word analysis of how racist discourses (of “colourblindness” and others discussed in the Henry and Tator reading) informed the removal of African-Nova Scotians from Africville. What are other examples of the “racialization of space” in the Halifax Regional Municipality?	11/06/20	20%
Fall Study Break from November 9th to 13th – No post due on November 13			
10	Post a 200-word response to the week’s discussion question.	11/20/20	10%
11	Write and post a 200-word answer to the weekly discussion question.	11/27/20	10%
12	Post comments on all of presentations (at least 30-50 words on each)	12/04/20	10%
Total		Grade translated to 30% of final grade	100%

Participation

Discussion Board participation will be evaluated on the extent to which students provided an analytically sound response to the discussion question (or other assignment) that demonstrates knowledge of the relevant reading and other course material, and the contribution of at least 2 additional comments (of at least 30 words) on their peer's discussion threads.

The discussions will open at 8 a.m. on the Thursday (Atlantic Time/Atlantic Standard Time) and close at 11:59 p.m. on the Friday (Atlantic Time/Atlantic Standard Time) of the week in which the module is covered. Students will not see other posts until they have made their assigned post. Students are encouraged to post early on Thursday to leave time to contribute to the discussion forum in a fulsome way with minimum requirements noted above.

The grade for each weekly discussion board will be broken down as follows:
Demonstrates Knowledge of Weekly Content – 50%
Quality of Critical Analysis – 50%

Note: In order to receive a grade for any given week, students must create a thread with their discussion question response and make at least 2 additional comments on that week's discussion forum.

Take-home exam (20% of final grade)

Students will write an 8-page (double-spaced, in 12-point font with 1 inch margins) essay responding to a question that will be released at 8 a.m. (Atlantic Time/Atlantic Standard Time) on December 10th. The essay will be due on or before 11: 59 p.m. (Atlantic Time/Atlantic Standard Time) on December 20th which is the final day of the exam period.

Students will be expected to engaged with a broad range of the course material and to cite it in their answers. Course materials include all of the assigned reading and audio material; the course wikis and the group projects.

The exam will be graded on its comprehensiveness, accuracy, critical analysis of major concepts and demonstrated ability to make connections and synthesize the material. The exam should be written individually (not in collaboration with other students).

This is an INDIVIDUAL assignment and students should not collaborate on it.

Policy on Late Assignments

I require students who miss assignment deadlines due to illness to fill out a Student Declaration of Absence form that is available on the course's Brightspace page. A maximum of two such forms can be submitted in this course before a medical certificate would be required. This form applies to absences of 3 days or less. Longer absences for medical or family emergencies will require other documentation and should be discussed as soon as possible with the instructor.

Students who miss participation and discussion posts will be required to send their participation task via email to the instructor and to make at least two posts in the next module's discussion forum.

If a Student Declaration of Absence is not provided, a grade of zero will be assigned to the assignment.

The final exam must be submitted on time unless documentation of a medical or family emergency is provided. There is a 11-day window (to submit the final take home exam/essay) which is due by midnight Atlantic Standard Time (AST) on the final day of the scheduled exam period (December 20th). Therefore, students should plan to submit the paper early in case of illness.

Course Agenda

September 8 – Classes begin

October 2 – Last day to drop fall classes without “W”

November 2 – Last day to drop fall classes with a “W”

November 9-13 – Fall Study Break

November 11 –University Closed – Remembrance Day

December 8 – Classes End

December 10-20 – Exam Period (in lieu of a final exam, a take home essay exam must be submitted by the last day on the exam period – in other words, by December 20th at 11: 59 p.m. AST at the latest)

I. Introduction to Class and Basic Concepts

Module 1: The Nature, Purpose and Importance of Local Government and Municipal Law

(Timeframe: September 8th to September 14th)

Goals: Define key concepts like local government; municipality; ABC; city; urban and multilevel governance; explore what local governments do; and introduce students to the importance of local government and municipal law.

Tindal, Tindal, Stewart and Smith (2017). “The Promise of Local Government”, Chapter 1 of *Local Government in Canada*. (Ninth Edition) Nelson Education, pp. 1-23.

Taylor, Zack and Alec Dobson. 2020. *Power and Purpose: Canadian Municipal Law in Transition*. IMFG Papers on Municipal Finance and Governance. Munk School of Global Affairs & Public Policy, University of Toronto, Sections 1 and 2 (pp. 5-14).

Lucas, Jack. 2013. “Hidden in Plain View: Local Agencies, Boards, and Commissions in Canada,” IMFG Perspectives, Institute on Municipal Finance and Governance, Munk School of Global Affairs, University of Toronto (pp. 7)
http://munkschool.utoronto.ca/imfg/uploads/253/imfg_1453hiddeninplainview_final_web.pdf

Valverde, Mariana. 2012. “The Law of the Street Corner,” in *Everyday Law on the Street: City Governance in an Age of Diversity*. Chicago and London: University of Chicago Press (Chapter 2).

Individual participation task 1: Each student should post a one-minute video introducing themselves to the class and answer the question of “why study municipal law and politics?” **Timeframe:** September 9- September 11, 2020 (deadline)

Group wiki for Module 1: This week you should set up your group wiki and begin to enter definitions of the basic concepts of the course. The overarching concept should be “municipality” (with an understanding that we are studying municipal government in Canada or Canadian municipalities). Provide a definition of “municipality” in the wiki. Be sure to clarify how it is related to other fundamental concepts including “local government”; “agencies, boards and commissions”, and “city” and “municipal law”. **(Deadline:** September 14th, 2020)

II. Municipalities’ Constitutional-Legal Status and Political Institutions

Module 2: Constitutional and Legal Foundations of Local Government

(Timeframe: September 15th to September 21)

Goals: Critically analyze municipalities’ constitutional status particularly the constitutional doctrine of “creatures of the provinces”; look at Nova Scotia as an example of a municipal system in Canada and the legal concepts underpinning them; browse parts

of the HRM Charter as an example of the types of provincial laws that govern municipalities in Canada.

Cameron, David M. with Paul A. R. Hobson. 2009. "Nova Scotia," in Andrew Sancton and Robert Young eds. *Foundations of Governance: Municipal Government in Canada's Provinces*. Toronto: UTP.

Kristin R. Good. forthcoming. "Reconsidering Municipalities' Constitutional Status: From "Creatures of the Provinces" to Provincial Constitutionalism," to be published by IRPP in September.

Halifax Regional Municipality Charter:

<https://www.nslegislature.ca/sites/default/files/legc/statutes/halifax%20regional%20municipality%20charter.pdf> [browse this legislation to get a sense of its content]

Magnusson, Warren. 2005. "Are Municipalities Creatures of the Provinces?," *Journal of Canadian Studies*. Spring, 39, 2: 5-29.

Discussion question: Why are municipalities considered "creatures of the provinces"? What are other ways of thinking about their place in governing structures and in the Canadian constitution?

Individual participation task 2: Write and post a 100-word response to the weekly discussion question. (**Deadline:** Post between September 16th and 18th)

Group wiki task for module 2: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to your group's wiki page. Be sure to add a tab on the constitutional doctrine of "creatures of the provinces".

(**Suggested timeframe:** September 18th to 21st)

Module 3: Municipal Responsibilities and the Division of Power

(**Timeframe:** September 22nd -September 28th)

Goals: Introduce some of the legal concepts in provincial laws that establish municipalities and that influence municipal empowerment; given students an appreciation of broad trends in provincial laws that establish municipal systems; push students to critically analyze the way power is delegated to municipalities and to think about the fundamental question of 'what is a municipal government for' in light of current laws; push students to think about what powers ought to be municipal responsibilities and why?

Taylor, Zack and Alec Dobson. 2020. *Power and Purpose: Canadian Municipal Law in Transition*. IMFG Papers on Municipal Finance and Governance. Munk School of Global Affairs & Public Policy, University of Toronto. Sections 3, 4, 5, and 6.

Discussion questions: What is the purpose of a municipality? What powers should municipalities have and why? Do cities, particularly Canada's largest cities need different powers to govern effectively and legitimately?

Individual participation task 3: Write and post 100-word clause of a municipal act that reflects your concept of what a municipalities' purpose should be. (**Deadline:** Post between September 23-25)

Group wiki task for module 3: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to or edit your group's wiki page. Be sure to add sections municipalities' purpose, their jurisdiction and debates about it, finance and city charters. (**Suggested timeframe:** September 25th to 28th)

Module 4: Governing Metropolitan Areas

(Timeframe: September 29 to October 5th)

Sancton, Andrew. 2005. "The Governance of Metropolitan Areas in Canada," *Public Administration and Development*. 25, 4: 317-327.

Taylor, Zack and Alec Dobson. 2020. *Power and Purpose: Canadian Municipal Law in Transition*. IMFG Papers on Municipal Finance and Governance. Munk School of Global Affairs & Public Policy, University of Toronto – Section 4.1 (pp. 25-30)

Discussion question: In 1996, the Halifax Regional Municipality was created through an imposed merger or amalgamation. Reflecting on the options described in Sancton's piece (2005), would another model of metropolitan governance have been preferable? Should provinces be able to impose mergers on municipalities?

Individual participation task 4: Write and post a 200-word response to the weekly discussion question (**Deadline:** Post between September 30th-October 2nd)

Group wiki task for module 4: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to or edit your group's wiki page. You may want to add a tab on designing systems of metropolitan governance and incorporate the term "amalgamation". (**Suggested timeframe:** October 2nd to October 5th)

Module 5: The Nature of Local Democracy: Local Elections in a Non-Partisan Environment

(Timeframe: October 6th to October 12th)

Goals: Explore the uniqueness of municipal elections; investigate the sources of incumbency advantage; explore the case for and against political parties or “slates” at the local level; understand the debate about electoral reform in the context of the unique institutional features of municipal institutions.

Good, Kristin R. 2016. "Municipal Political Parties: An Answer to Urbanization or an Affront to Traditions of Local Democracy?," in Gagnon, Alain-G. and Brian Tanguay Eds. *Canadian Political Parties in Transition*. Toronto: UTP, pp. 432-464.

Moore, Aaron, A. 2017. “The Potential and Consequences of Municipal Electoral Reform,” Institute on Municipal Finance & Governance, Munk School of Global Affairs, University of Toronto. Pp. 16.

https://tspace.library.utoronto.ca/bitstream/1807/78793/1/IMFG_perspectives_20_electoral_reform_AaronMoore_Oct_17_2017.pdf

Discussion question: Reflecting on the HRM election 2020, what could be done to improve the quality of local democracy in your view?

Individual participation task 5: Post a 200-word response to the question and include a link to a news media piece on the HRM election. (**Deadline:** Post between October 7th to 9th)

Group wiki task for module 5: Throughout the week, students should add course material to the group wiki. After the discussion has concluded, use the material from the discussion (including contributions from your group and other groups) to add to or edit your group’s wiki page. Be sure to add a tab on “municipal elections” and/or “municipal democracy” (or a tab that captures this material). (**Suggested timeframe:** October 9th to 12th)

Module 6: Municipal Structures: Local Leadership, Lawmaking and Enforcement **(Timeframe: October 13th to October 19th)**

Tindal, C. Richard, Susan Nobes Tindal, Kennedy Stewart and Patrick J. Smith. *Local Government in Canada* (9th edition). Toronto, ON: Nelson Education.
Chapter 8 entitled – “Municipal Governing Structures”

Valverde – “City Bureaucrats and Village Elders: The Dysfunctional Dance of Local Governance”, *Everyday Law on the Street* (Chapter 4).

Discussion question: Canadian mayors are often described as “weak”. Why? What is “dysfunctional” about the relationship between city bureaucrats and local councillors in Valverde’s view?

Individual participation task 6: No post required this week. However, students should contribute at least one comment to the discussion forum.

Group wiki task for module 6: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to or edit your group’s wiki page. Your wiki should define the term “mayor”, discuss leadership on municipal councils as well as types of municipal institutions including the council-manager and mayor-council forms and critically analyze them. It should also discuss the impact of nonpartisan institutions on local decision-making. (**Suggested timeframe:** October 16th to October 19th).

III. Municipal Law, Power and Diversity

Module 7: Theoretical Perspectives on Power in Urban Places

(Timeframe: October 20th to 26th)

Goal: Critically explore the nature of power in cities.

Alan Harding and Talja Blokland. 2014. “Can cities act? Urban political economy and the question of agency” (Chapter 4) in *their Urban Theory: A critical introduction to power, cities and urbanism in the 21st century*. Thousand Oaks, California: Sage. 88-119.

J. Phillip Thomson. “Race and Urban Political Theory,” (Chapter 12) in David L. Imbroscio and Jonathan S. Davies. Eds. *Theories of Urban Politics* (Second edition). London: Sage Publications Ltd, pp. 188-203.

Heather Dorries, Robert Henry, David Hugill, Tyler McCreary, and Julie Tomiak. 2019. “Introduction: Settler City Limits” in their edited *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West: Settler City Limits*. Winnipeg: University of Manitoba Press.

Discussion question: What is an urban political economy approach to the study of power in cities? Using examples of politics in Canadian cities, what does this approach miss and what are its strengths? (**Deadline:** Post between October 21st to October 23rd)

Individual participation task 7: Write and post a 200-word response to the weekly discussion question.

Group wiki task for module 7: After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to your group's wiki page. The wiki should include a section on theories of urban power and the way that they conceptualize the municipal role in power relations in the city (since "municipality" is the overarching wiki term). Some terms to ensure that you cover are: urban political economy, growth machine, urban regime, race and urban power, and settler colonialism. (**Suggested timeframe:** October 23rd to 26th)

Module 8: The Politics of Planning Law – Municipal Zoning and Community Design

(Timeframe: October 27th to November 2nd)

Guest speaker – Tristan Cleveland, PhD candidate, Department of Political Science

Mary Louise McAllister. 2004. *Governing ourselves? The Politics of Canadian Communities*. Vancouver: UBC Press. Chapter 8 and 9 entitled "The Politics of Urban Planning" and "Local Environmental Responsibilities".

Tobi Nussbaum and Miranda Spessot. 2017. "The five i's of failed urban planning," *Policy Options*, Institute for Research on Public Policy, November 8.

Tristan Cleveland. 2016. "Building a Cross-Sectoral Alliance to Create a Greenbelt for Halifax", *Public Sector Digest*, June 2016.

Discussion question: What are the distinct interests of urban and suburban residents and are they mutually-contradictory? Is it possible to overcome tensions between these interests to build healthier, more sustainable cities?

Individual participation task: Write and post a 200-word response to the discussion question. (**Deadline:** Post between October 28th and 30th)

Group wiki task for module 8: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to or edit your group's wiki page. Planning has been one of the most important functions of municipal government in the Canadian governmental system. You might include a section on planning and municipalities' role in it and how it affects power relations and the environment. Be sure to define key terms such as "zoning" and "official plan". Future modules will shed further light on how planning reflects dominant values and norms and therefore affects equity. The reading material also contains useful information for a section on municipal responsibilities as well as the key concept of "subsidiarity".

(Suggested timeframe: October 30th to November 2nd)

Module 9: Planning and the Racialization of Space in the Halifax Regional Municipality

(Timeframe: November 3rd – November 16th)

Note: The Fall Study Break is from November 9th-13th

Ted Rutland. 2018. "Making Space for Homo economicus: Neoliberalism, Regional Planning, and the Boundaries of Economic Life," (Chapter 7) in his *Displacing Blackness: Planning, Power, and Race in the Twentieth*. Toronto: University of Toronto Press.

Jones, El. April 27 2016. Poem entitled "I know what you see", Outgoing Poet Laureate, Halifax Regional Council:

<https://www.youtube.com/watch?v=OVJYrgB7tnc>

Remember Africville, National Film Board, https://www.nfb.ca/film/remember_africville/

Sehazadeh, Adrienne Lucas. 2008. "A Retrospective on the Strengths of African Nova Scotian Communities: Closing Ranks to Survive," *Journal of Black Studies*. 38, 3: 407-412.

Waldron, Ingrid. 2018. "Re-thinking waste: Mapping Racial Geographies of Violence on the Colonial Landscape," *Environmental Sociology*. 4, 1: 36-53.

Henry, Frances, and Carol Tator. 2010. *The Colour of Democracy: Racism in Canadian Society*. (Fourth edition). Toronto: Nelson Education Lt. Chapter 1 – "The Ideology of Racism," pp. 3-19.

Discussion question: How has racism influenced Halifax's (and now the Halifax Regional Municipality's) development and politics?

Individual participation task 9: Write and post a 400-word analysis of how the racist discourse of "colorblindness" (and others discussed in the Henry and Tator reading) informed the removal of African-Nova Scotians from Africville. What are other examples of how "race" has influenced urban development in what is now the Halifax Regional Municipality? (Deadline: Post between November 4th and 6th)

Group wiki task for module 9: Throughout the week, students should add course material to the group wiki. After the discussion has concluded, use the material from the discussion (including contributions from your group and other groups) to add to or edit

your group's wiki page. The material this week could contribute to the section on urban planning and include, for instance, an entry on "urban renewal" and racism; environmental racism, and the "erasure" of Black communities in Canada. (Suggested timeframe: November 6th to 16th). The study break could be a good time to ensure that the wiki is up to date since only three modules remain.

Module 10: Policing, Bylaw Enforcement, Surveillance and Resistance

(Timeframe: November 17th to 23rd)

Guest lecture by Tari Ajadi, Black activist and PhD candidate in the Department of Political Science

Henry, Frances, and Carol Tator. 2010. *The Colour of Democracy: Racism in Canadian Society*. (Fourth edition). Toronto: Nelson Education Lt. Chapter 6 "Racism and Policing," pp. 151-176.

Solarina Ho. "Millions of dollars in covid19 fines disproportionately hurting black, Indigenous and marginalized groups report" *cvtnews.ca*, Published Wednesday, June 24, 2020 11:22PM EDT, Last Updated Thursday, June 25, 2020 2:55PM EDT:

<https://www.ctvnews.ca/health/coronavirus/millions-of-dollars-in-covid-19-fines-disproportionately-hurting-black-indigenous-marginalized-groups-report-1.4999052>

Website organized by Black Lives Matter Toronto and other affiliated groups:

<https://defundthepolice.org/>

Caora McKenna. "Halifax's Board of Police Commissioners dips a pinky toe into the defund the police discussion," *The Coast*. July 9, 2020:

<https://www.thecoast.ca/halifax/halifaxs-board-of-police-commissioners-dips-a-pinky-toe-into-the-defund-the-police-discussion/Content?oid=24400294>

Discussion question: In what ways has COVID-19 shone light on inequities in Canadian society including the effects of institutional racism and of other inequities in the enforcement of municipal laws? What forms of resistance to such inequities are happening in cities?

Individual participation task: Write and post a 200-word response to the weekly discussion question. (**Deadline:** Post between November 18th to 20th)

Group wiki task for module 10: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to your group's wiki page. The wiki should include a section on municipalities and anti-Black

and anti-Indigenous racism as well as a section on grassroots resistance to these structures. (**Suggested timeframe:** November 20th to 23rd)

Module 11: Immigration, Indigenous Migration and Building Inclusive and “Decolonized” Cities?

(Timeframe: November 24th to November 30th)

Tomiak, Julie. 2017. “Contesting the Settler City: Indigenous Self-Determination, New Urban Reserves, and the Neoliberalization of Colonialism,” *Antipode*. 49, 4: pp. 928-945.

Good, Kristin. “Local Immigration and Diversity Policymaking,” Unpublished draft chapter for a co-edited textbook project (with Jen Nelles) entitled *Canadian Urban Governance in Comparative Perspective*, University of Toronto Press.

Discussion question: What role does municipal law and policymaking play in ensuring that cities develop in inclusive, equitable and just ways?

Individual participation task 11: Write and post a 200-word response to the weekly discussion question that provides a concrete example of an initiative to address inclusion in cities. (**Deadline:** Post between November 25th and 27th).

Group wiki task for module 11: Throughout the week, students should add course material to the group wiki. After the discussion has concluded use the material from the discussion (including contributions from your group and other groups) to add to or edit your group’s wiki page. Be sure to include the concept of “settler city,” “urban reserve,” efforts to “decolonize” cities, “local immigration policies”; “diversity” policies (these policies have different names); and should discuss the political and legal significance of municipalities’ entry into the immigration policy field.

(**Suggested timeframe:** November 27th to November 30th).

Module 12: Group Presentations

(Timeframe: December 1st to 7th)

Goals: Explore reform options to improve municipal governance, policymaking or lawmaking in the HRM.

Discussion question: What are the merits and weaknesses of your colleagues' reform proposals?

Individual participation task: Make at least one informed comment about each presentation.

Group wiki task for module 12: To the extent that they fit with the wikis themes, the material in the group presentation backgrounder should be incorporated into the group wikis.

Final deadline for the wikis is December 7th at 8: 00 a.m. I will mark them and provide feedback by noon on December 9th. If the instructor notes factual errors the assessment, student will be expected to correct them before the wikis are shared with the class. These changes should be made before 8:30 a.m. on December 10th, the beginning of the exam period.

Take-home exam question (December 10-20)

The question will be released on December 10th. The exam must be submitted on Brightspace by December 20th at the latest.

Undergraduate Courses Grading Scale and Definitions

Grade	GPA		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		

B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	

W	Neutral and no credit obtained	Withdrew after deadline
ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending	Neutral	Grade not reported

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate: <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?catalogid=106&pageid=viewcatalog>

TECHNOLOGY SUPPORT

If you require support for the course or university technologies (Brightspace, Collaborate Ultra, email, Microsoft products) you can contact Information Technology Services (ITS) at support@dal.ca

Copyright of Lecture and other Course materials:

This lecture and any other materials provided for this course are subject to the copyright of the course instructor and may not be reproduced or copied in whole or in part without the consent of the instructor. Students who are enrolled in the course who have received this lecture or any other material may reproduce it in order to view it at a more convenient time but must destroy the reproduction within 30 days of receiving the final course evaluation.

Netiquette guidelines:

<https://dal.brightspace.com/d2l/le/content/126100/viewContent/1834588/View>

If you'd like to link to one of these in your syllabus and/or Brightspace, it might be nice! It'll help students know your own expectations for how they should be engaging online.

University Statements

Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

UNIVERSITY ACADEMIC HONOUR STATEMENT (for all of the Dalhousie community)

August 11, 2020

Academic integrity is a commitment to the values of learning in an academic environment. These values include honesty, trust, fairness, responsibility, and respect¹. All members of the Dalhousie community must acknowledge that academic integrity is fundamental to the value and credibility of academic work and inquiry. We must seek to uphold academic integrity through our actions and behaviours in all our learning environments, our research, and our service.

¹“The Fundamental Values of Academic Integrity” (2nd edition), developed by the International Center for Academic Integrity (ICAI).

Accessibility https://www.dal.ca/campus_life/academic-support/accessibility.html

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca.

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services
<http://dsu.ca/dsas>

Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Faculty or Departmental Advising Support: Studying for Success
Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html