



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**PSC-208-001**  
**Local Government and Politics**  
**Winter 2018**

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## **COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a) Instructor	Mona Brash
(b) Office hours	M: 9:30-10:20, Tues: 1-2:20, W: 9:30-10:20, 2:30-3:00, Th: 4:30-5:30 or by appointment
(c) Location	Paul 237
(d) Phone	3352 <b>Alternative:</b> ---
(e) E-mail	brashm@camosun.bc.ca
(f) Website	N/A

### **2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Describe the system of municipal and regional government in British Columbia and trends in urban development and relations with First Nations in Canada.
2. Describe various forms of Indigenous self-government
3. Identify key institutions, players, and issues in Canadian local politics.
4. Describe theories of politics and public administration at the regional and municipal level.
5. Critically evaluate the strengths and weaknesses of democracy in Canada at the local level.

### **3. Required Materials**

(a) Text

Sancton, Andrew. *Canadian Local Government: An Urban Perspective, Second Edition*. Don Mills, Ontario: Oxford University Press, 2015.

(b) Other

There will be other readings for you to access online. They are in the syllabus. You will have an electronic copy to easily click on links.

#### 4. Course Content and Schedule

Classes are Thursday night, 6:00-8:50

##### Class Schedule

**Jan. 11**      **Introduction**  
Syllabus  
Introduction to textbook  
Discussion

*Break*

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**What is Local Government?**  
**Different Types of Meetings**  
**Reading:**      Sancton, Chapter 1 & 16 (pp. 337-341)  
*Q. What are the different types of local government?*  
*What are the different types of meetings?*

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**Jan. 18**      **Why Local Government? Types of Meetings**  
**Reading:**      Sancton, Chapter 2 and Chapter 9 (pp. 190-194)

*Q. What does local government do? Do we need it?*  
*What is a Council Meeting/Committee Meeting/Committee of the Whole?*

*Break*

**Central Governments and Local Governments, Delegated Power, Subsidiarity**  
**Reading:**      Sancton, Chapter 3  
Constitution Act, 1867, read Sections 92. 8 & 92. 10  
<http://www.efc.ca/pages/law/cons/Constitutions/Canada/English/cons.html>  
*Q. What is the relationship between federal, provincial, and local governments?*  
*Q. Can a municipality stop a federal project?*

**\*\*\*Local Government Assignment due\*\*\***

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**Jan. 25**      **Central and Local Governments**  
**Reading:**      **Local Government Act, Zoning, Official Community Plans**  
Local Government Act, Division 4 and Division 5 at  
[http://www.bclaws.ca/civix/document/id/complete/statreg/r15001\\_00](http://www.bclaws.ca/civix/document/id/complete/statreg/r15001_00)

*Break*

**Woodwynn Farm Case Study**  
**Reading:**      Will be assigned previous week.  
**\*\*\*\*Outline of points from Reading due\*\*\*\***

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**Feb.1**      **Special Purpose bodies**  
**Reading:**      Sancton, Chapter 4, pp. 48-59, 65-72 (not AMT in Montreal or Metrolinx)  
*Q. What are the different boards and special purpose bodies in a local government system?*

*Break*

## **Urban and Rural**

**Reading:** Sancton, Chapter 5, pp. 75-81 and 85-89

*Q. Which parts of the Capital Regional District are urban and which are rural? How do you define these terms?*

### **\*\*Meeting Report Due\*\***

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**Feb. 8**

**\*\*\*Test # 1\*\*\***

Will cover material from beginning of course

*Break*

#### **Annexations**

**Reading:** Sancton, Chapter 6, pp. 91-100 and 107-110

*Q. How can municipalities expand? Did any municipality in which you have lived annex to increase its size?*

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**Feb. 12-16**    **No Class: Reading Break**

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**Feb. 22**    **2 Tier Metropolitan and Regional Governments**

**Reading:** Sancton, Chapter 7, pp. 112-117 and 129-137

CRD website, scan the Homepage at <http://www.crd.bc.ca/>

GVRD (now referred to as Metro Vancouver) website, scan the Homepage at <http://www.metrovancouver.org/Pages/default.aspx>

Read the news to see if there are any stories about the local candidates.

*Q. What are the CRD and the GVRD? What services do they provide? What issues are highlighted on their homepages?*

*Break*

**TBA**

**\*\*\*Essay Proposal and Preliminary Bibliography due\*\*\***

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**Mar. 1**    **Amalgamations and De-amalgamations**

**Reading:** Sancton, Chapter 8, except section on Kawartha Lakes

Former BC Minister and Amalgamation at:

<http://www.langleytimes.com/news/137979138.html>

Fraser Institute, pp. 1-9 and skim rest, at:

[http://www.uvic.ca/hsd/publicadmin/assets/docs/BBish/amalgamation\\_cd\\_howe.pdf](http://www.uvic.ca/hsd/publicadmin/assets/docs/BBish/amalgamation_cd_howe.pdf)

*Q. How does amalgamation differ from annexation? Should provincial governments be able to force amalgamation? What is the common rationale given for amalgamation?*

*Break*

**Reading:**    **The Push for Amalgamation in the CRD**

Bish, Robert L., LOCAL GOVERNMENT SERVICE PRODUCTION  
IN THE CAPITAL REGION, Executive Summary at

[http://www.uvic.ca/hsd/publicadmin/assets/docs/BBish/lg\\_service\\_production.pdf](http://www.uvic.ca/hsd/publicadmin/assets/docs/BBish/lg_service_production.pdf)

Google “CRD & amalgamation” and see if it is an issue locally

Governing Greater Victoria: The Role of Elected Officials and Shared Services at <https://www.fraserinstitute.org/studies/governing-greater-victoria-the-role-of-elected-officials-and-shared-services>

Read Executive Summary and Report pp. 19-22

CAPITAL INTEGRATED SERVICES AND GOVERNANCE INITIATIVE at [http://www.cscd.gov.bc.ca/lgd/library/Capital\\_Region\\_Governance\\_Final\\_Report.pdf](http://www.cscd.gov.bc.ca/lgd/library/Capital_Region_Governance_Final_Report.pdf) Read Executive Summary

Amalgamation Yes at <http://www.amalgamationyes.ca/> Scan website

*Q. What are the arguments for and against amalgamation in the Capital Regional District?*

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**Mar. 8      Municipal Politics (Voting system, Voter turnout, slates, and parties)**

**Reading:** Sancton, Chapter 9, pp. 173-190, and 197-199 (not Montreal section)

Indian Act, sections 74-79 at

<http://laws-lois.justice.gc.ca/eng/acts/i-5/FullText.html>

Local Government Act, Scan Part 3 at

[http://www.bclaws.ca/civix/document/id/complete/statreg/r15001\\_00](http://www.bclaws.ca/civix/document/id/complete/statreg/r15001_00)

*Q. Which electoral system is used? Does the principle of Responsible Government apply to local or band politics? Why or why not?*

*Break*

**Councillors/Electoral Financing**

**Reading:** Sancton, Chapter 9, pp. pp. 194-197 and 199-200

Local Elections FAQs at <http://elections.bc.ca/political-participants/local-elections-campaign-financing/local-elections-faqs/> Read Q’s and A’s

**Mayors and Local Political Leadership**

**Reading:** Sancton, Chapter 11

*Q. What is the role of a councillor? How does governing locally differ from other levels of government?*

*Q. How does the role of a mayor differ from that of a premier or prime minister?*

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**Mar. 15      TBA**

*Break*

**2014 local elections (interesting elections and results)**

**Reading:** CIVIC INFO 2014 Election Results at <http://www.civicinfo.bc.ca/election>

*Q. Who was elected in the 2014 election in the locality you are studying or in which you live?*

*Discussion: Current mayors*

**\*\*\*Major Paper Due\*\*\***

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**Mar. 22      Budgets, Grants, User Fees**

**Reading:** Sancton Chapter 14, pp. 290-304

*Q. What are the user fees you encounter?*

Break

**Senior Management and Labour Unions**

**Reading:** Sancton, Chapter 13

*Q. Should some of the work done by municipal workers be privatized? Why or why not?*

**Mar. 29**

**Test # 2**

**Material covered since Test # 1**

Break

**Development, Case Study, SLAPP suits, Shadow Communities**

**Reading:** Sancton, Chapter 10

What is a SLAPP suit? Section 4.1 at

<http://www.ulcc.ca/en/2008-quebec-city-qc/235-civil-section-documents/448-strategic-lawsuits-against-public-participation-slapps-report-2008>

Shadow Populations at:

<http://www.nclga.ca/resolutions/shadow-populations/66>

*Q: What is a SLAPP suit? What should be done about Shadow Communities?*

**Apr. 5**

**TBA**

Break

**Property Tax Examples of Tax notices**

**Reading:** Sancton, Chapter 15,

*Q. What taxes might you find on a tax notice?*

**Apr. 12**

**Election 2018**

*Q. Who do we know are candidates thus far? Are there any surprises? What will the issues be in the next elections?*

Break

**Review Letters to the Editor**

**Redo Mock Quiz**

**\*\*\*Letter to Editor Due\*\*\***

**NO FINAL EXAM**

**5. Basis of Student Assessment (Weighting)**

(1) Local government Assignment	Jan. 18 ____ (10%)
(2) Woodwyn Farm case study	Jan. 25 ____ (10%)
(3) Meeting Report	Feb. 1 ____ (10%)
(4) Quiz # 1	Feb. 8 ____ (10%)
(5) Essay proposal and preliminary bibliography for essay (5% + 5%)	Feb. 22 ____ (10%)
(6) Major Paper	Mar. 15 ____ (25%)
(7) Quiz # 2	Mar. 29 ____ (20%)
(8) Letter to the Editor	Apr. 12 ____ ( 5%)
Total:	____/100

(You can keep track of your grades by entering them here ↑)

**All assignments will be completed using the following:**

- Use default margins
- Type
- Double-space
- Times Roman 12 font
- Include page numbers
- Use Chicago style citations with footnotes or endnotes (your computer is programmed for these – it’s easy –in Word “Help”, just type in “*About Footnotes and Endnotes*”!) <http://camosun.ca.libguides.com/chicago>
- Include a bibliography
- Include a title page with your name, student number, title of assignment, course name

**(a) Assignments**

**(1) Local government Assignment (10%) Jan. 18**

In point form (use bullets, not paragraphs or sentences), in 1-2 pages, Cut and Paste then answer the following about one local government in the area:

- Name of municipality or band/reserve or electoral area
- Population of municipality
- Adjacent municipalities/reserves
- Name of chief/mayor
- Names of councillors
- Last election results (candidates and votes received)
- Last election voter turnout
- Name of regional district of which it is a member
  1. Who is the CRD rep(s)

**(2) Woodwynn Farm case study Jan. 25 (10%)**

- Students will be divided into groups
- Each group will be assigned a reading (assigned the week before)
- Each student will read their assigned reading and prepare a typed outline of important points from it
- Groups will meet in class to discuss their reading and summarize important points
- Each group will share their important points with the class

**(3) Meeting Report Feb. 1 (10%)**

Part 1: Attend a meeting of either a local government, regional government, or a committee of either

In **point form**, in 1-2 pages, Cut and Paste, then answer the following:

- Name of local government, regional government, or committee
- Date of meeting

- Place of meeting
- Who chaired the meeting
- How many elected officials attended
- Were there members of the public present
  - Were they allowed to address the meeting

Part 2: In a few **proper paragraphs**:

- What were the main issues discussed
- Describe the tone of the meeting (was it confrontational, boring, pragmatic...)

**(5) Proposal and preliminary bibliography for essay Feb. 22 (5% + 5%)**

1) Proposal - read Essay Assignment (on p. 8-9):

In 1-2 pages, in point form or paragraphs:

- What is your topic?
- What is the objective of the assignment, what do you intend to explore/find out?
- How have you begun your research; what else do you intend to do to find the information you need?

2) Provide, in Chicago Manual of Style (how-to at:

<http://camosun.ca.libguides.com/chicago>

- 3 primary sources
- 2 secondary sources

For 2 of the 5 sources, explain why each source will be useful, in a few sentences for each

- **Primary sources** are the basic materials for conducting original research in a given discipline. For the historian, they include documents such as letters, diaries, autobiographies, newspaper and magazine articles, speeches, eyewitness accounts, photographs and sketches, and census data. For the scientist, primary sources might be notes on an experiment or a sheet of calculations. Primary sources constitute the best **evidence**. Original research is only made possible by collection, discovery, and recovery of primary documents and materials.
- **Secondary sources** are books and articles and documentaries that draw on primary sources and interpret them. When you are first researching a topic of interest, the fastest way to come to an understanding of your subject is to read secondary sources. Critical reading of these materials will also give you a sense of how other researchers have approached your research topic, which may give direction to your own argument—either toward or away from established perspectives or conclusions. Academic writing will require you to consult secondary sources to support and direct your own analysis. Most important to the student researcher, good secondary sources will **lead you** to the primary documents and resources noted in a bibliography or footnote. (source: RMC POE 206 CD)
- **Note: Wikipedia is not an acceptable academic source**
- **You will attach marked outline to major paper**

**(6) Major paper, in essay format (25%) March 15**

Essay length: **6-8 pages** (TITLE PAGE, FOOTNOTES AND BIBLIOGRAPHY are extra pages):

- Be sure to keep a copy of your essay on memory stick or hard drive.
- **Attach marked proposal and bibliography to major paper when you submit it.**

Choose **one** of the following local governments to examine:

- Central Saanich
- Colwood
- Duncan
- Electoral Area A
- Esquimalt
- Highlands
- Langford
- Metchosin
- North Saanich
- Oak Bay
- Sidney
- Sooke
- Vancouver
- Victoria
- View Royal
- Any of the Gulf Islands in the CRD

Examine in terms of:

- Very brief history of establishment of its local government
- Category of local government
- Statistics (population, size)
- Adjacent local governments/reserves
- Current council

Analyze the local government in terms of **one current** issue. Describe that issue.

- Who is involved?
- Are there cross border municipal, band, and/or regional issues at play? Which?
- Are there ngo's/community organizations involved? Which?
- Are other levels of government involved (either with or without the citizens' approval) in the issue you identify? Which?
- Can the local government resolve the issue?
  1. Why or why not?

*(This forms an important part of your paper as it allows you to go beyond simply reporting information but to also analyze what is happening. That is the difference between a low B and an A paper.)*



Be sure to **incorporate course terminology and concepts** in your paper. This will demonstrate your comprehension of course material and your ability to apply what you learned.

**(8) Letter to the Editor April 12 (5%)**

- Write a Letter to the Editor, to the Times Colonist (TC)
- This letter will follow the TC requirements
  - 250 words maximum
  - topic should be clear immediately
  - what you think, why you think that
- It will discuss a **current** issue in local politics
- You will make a point or an argument about that issue
- Submit paper copy for marking and email copy to [brashm@camosun.bc.ca](mailto:brashm@camosun.bc.ca)

Note that any letter that is too long will not be accepted, as the TC would reject it

**(b) Quizzes**

**(4) Quiz # 1 (20%) Feb. 8**

- Material covered since start of course

**(7) Quiz # 2 (20%) March 29**

- Material covered since Quiz# 1

**(c) Exams**

No Final Exam

(d) Other (e.g. Project, Attendance, Group Work)

**6. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

**7. Recommended Materials to Assist Students to Succeed Throughout the Course**

Students are expected to follow local politics in a reputable media source.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.

DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.