



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): March 2027
 Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CIVI 312	Number of Credits: 3 Course credit policy (105)														
Course Full Title: Risk Tolerance and Capacity Building in Local Governance Course Short Title: Risk & Capacity Bldg Local Gov <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
Faculty: Faculty of Access and Continuing Education	Department (or program if no department): Continuing Education														
Calendar Description: Examines dimensions of innovation and learning within local governance contexts needed to confront future challenges. Focus on how organizations take calculated risks and move from risk avoidance to risk acceptance, and how to do so in ways that build from a diversity of voices within local government and through public engagement.															
Prerequisites (or NONE):	Admission to the Civic Governance and Innovation certificate, (one of: CIVI 200, CMNS 120, CMNS 125, ENGL 105, PHIL 100, or POSC 100), and (one of: CIVI 202, CIVI 302, CIVI 311, POSC 305, or POSC 312).														
Corequisites (if applicable, or NONE):	None														
Pre/corequisites (if applicable, or NONE):	None														
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>														
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">20</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td style="text-align: center;">25</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total hours</td><td style="text-align: center;">45</td></tr> </table>	Lecture/seminar hours	20	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities	25	Other contact hours:		Total hours	45	Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit
Lecture/seminar hours	20														
Tutorials/workshops															
Supervised laboratory hours															
Experiential (field experience, practicum, internship, etc.)															
Supervised online activities	25														
Other contact hours:															
Total hours	45														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>														
	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit														
	Maximum enrolment (for information only): 20 Expected Frequency of Course Offerings: Winter, Spring <i>(Every semester, Fall only, annually, etc.)</i>														
Department / Program Head or Director: Carolyn MacLaren	Date approved: October 16, 2020														
Faculty Council approval	Date approved: November 6, 2020														
Dean/Associate VP: Sue Brigden	Date approved: November 6, 2020														
Campus-Wide Consultation (CWC)	Date of posting: March 19, 2021														
Undergraduate Education Committee (UEC) approval	Date of meeting: March 26, 2021														

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Contrast varied political and cultural conceptualizations of innovation, including that building from Indigenous and shared knowledge and practices, that can be used in a governance context.
- Identify who the decisionmakers and stakeholders are when unpacking problems that need to be addressed.
- Critically debate the merits of incremental compared to increasingly transformative change and bottom up to top-down change in varied local governance contexts.
- Identify strategies for collaboration across units within local governments needed to breakdown internal barriers to process, organizational, and service innovations.
- Define context-specific strategies for improving diverse and inclusive participation in new initiatives.
- Identify available data and data gaps important to managing risk and supporting success in proposed innovations.
- Reflect upon the importance of transparency, accountability (political, economic, etc.), and equity in shepherding new initiatives.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Seminar discussion, webinars and on-line discussions, guest speakers.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Timeus, K., and Gasco, M	Increasing Innovation Capacity in City Governments (article)	<input type="checkbox"/>	<i>Journal of Urban Affairs</i>	2018
2. Clausen, T., et al.	Intensity of Innovation in Public Sector Organizations (article)	<input type="checkbox"/>	<i>Public Administration</i>	2020
3. Galvin, P.	Local government, multilevel governance, and cluster-based innovation strategies (article)	<input type="checkbox"/>	<i>Canadian Public Administration</i>	2019
4. OECD	Enhancing Innovation Capacity in City Government (report)	<input type="checkbox"/>	OECD	2019
5. Goldstein, B., and Dyson, L	Beyond Transparency: Open Data and the Future of Civic Innovation	<input type="checkbox"/>	Code for America Press	2013

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

None.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	70%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	30%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Sample evaluation includes:

- Team initiative proposal: 30%
- Problem-specific data and resource assessment: 20%
- Simulations: 20%
- Structured discussions, debates, and presentations: 20%
- Reflection: 10%

Typical Course Content and TopicsModule 1: Course introduction and themes

- Overview of course; role of course within certificate program
- Where does inspiration for change come from? Considering the source of innovation within local governance systems (public, organizational, municipal, political)
- Innovation as shared value: from applying traditional, place-based, and Indigenous knowledge to new contexts and challenges
- Planning for innovation: how governments plant the seed for change
- Striking a balance between fostering risk and innovation with meeting core needs, service obligations, and intergovernmental partnerships

Module 2: Innovation in Local Governance

- What does innovation mean in a local governance context? Incrementalism relative to transformation.
- Innovation as historic practice: how disruption becomes codified over time.
- Innovation as a proactive rather than reactive process
- Innovation as a shared process: collective efforts at change-making across local governments and in shared governance

Module 3: Breaking Down Organizational Resistance

- Mapping organizational inflexibilities (policies, procedures, personnel) and building up intra-organizational communications to support new projects
- Assessing risk levels within an organization, impacts of changes on employees, and ensuring shared benefits of change
- The importance of building partnerships with First Nations, local organizations, community groups, and the private sector: capacity building, resources, information and knowledge, and public support
- Too many projects, too little time, part I: When does innovation align with *organizational* priorities?

Module 4: Matching Best Intentions to Political Realities

- Too many projects, too little time, part II: When does innovation align with *political* priorities?
- Recognizing stakeholders and decision-makers in change-making processes, and areas of common ground or, alternatively, irreconcilable differences
- Building capacity for long-term organizational thinking in short-term political climates
- Innovation when public trust in local governments is waning; using innovation to enhance public confidence and participation

Module 5: Transparency, Accountability, and Inclusion

- Too many projects, too little time, part III: When does innovation align with *public* priorities?
- Strategies for public and political engagement, including that of other units within local governments and neighbouring governments
- Innovation equity: assessing whether the benefits of change are shared or exclusionary
- Identifying and using appropriate data ethically to support arguments for change
- Setting realistic timelines and targets.