



COURSE OUTLINE

FNGA 109

INTERGOVERNMENTAL RELATIONS

3 CREDITS

PREPARED BY: _____
Janet Moodie

DATE: _____

APPROVED BY: _____
Jennifer Moorlag, Dean

DATE: _____

YUKON COLLEGE

Copyright August 2012

All right reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by Janet Moodie, January 2013.

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

SCHOOL OF MANAGEMENT, TOURISM & HOSPITALITY

**First Nations Governance and Public Administration
Semester, Year**

INTERGOVERNMENTAL RELATIONS

INSTRUCTOR: TBD

OFFICE HOURS: TBD

OFFICE LOCATION: TBD

TELEPHONE/E-MAIL: TBD

FAX: TBD

COURSE OFFERING TBD

DAYS & TIMES:

COURSE DESCRIPTION

This course is designed to introduce students to the concept and practice of intergovernmental relations as it pertains to federal, provincial/territorial and First Nation governments. The course will examine the evolution and current state of federal, provincial/territorial and First Nation government relations in Canada and how intergovernmental work is advanced. This course is intended to inform students on the constraints and opportunities presented within intergovernmental relationships, with a focus on practical approaches to working within these constraints and opportunities. Various issue areas and mechanisms will be reviewed in building an understanding of the context and content of intergovernmental relations.

LEARNING OUTCOMES:

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

- a. Describe the nature and purpose of intergovernmental relations in the historical and contemporary context of First Nation experiences
- b. Discuss the challenges of intergovernmental relations between federal, territorial and First Nation governments
- c. Identify values and practices that contribute to successful intergovernmental relations
- d. Analyze an intergovernmental relationship and assess the effects of various intergovernmental instruments
- e. Identify the knowledge, skills and capacity of First Nation governments to engage in intergovernmental relations
- f. Evaluate potential means and methods to facilitate effective intergovernmental relations between federal, territorial and First Nation governments and provide recommendations to improve/establish an approach to intergovernmental relations

DELIVERY METHODS/FORMAT:

The primary delivery methods will be:

- Lecture: Instructor-led presentation of material
- Guest speakers
- Group discussions on specific topics
- Group exercises: Group analysis and presentations on specific topics/scenarios
- Student readings: Assigned readings from texts, journals and intergovernmental documents.

PREREQUISITES:

Admission to the First Nations Governance and Public Administration Program.

COURSE REQUIREMENTS/EVALUATION:

Attendance and Participation

All students will be expected to attend and actively participate in class, as assigned by the instructor. The material covered in the classroom is cumulative in nature, and missing classes may put students at a disadvantage. Participation will account for 10% of the student's final grade.

Assignments/Final paper

Students will be required to complete two related assignments that together account for 30% of their final grade.

In the first assignment, students will be asked to develop an issue note and communications materials to be used in class exercises to develop recommendations for use in a simulated intergovernmental meeting. The second assignment will involve revising and building on these materials, based on group discussions, and submitting them as a final paper.

Assignments must be submitted by the due date.

Group Exercise

Students will be required to complete three group exercises in class. These will involve presentations to the class.

The first group exercise is a stand-alone discussion/presentation based on scenarios; students will be asked to work through one of two scenarios during the class.

The other two group exercises are integrated, progressive assignments designed to simulate elements of the intergovernmental process. Students will participate in discussions and make class presentations based on material they have developed in the individual assignment. They will work through the development and presentations of

recommendations, negotiation of a meeting agenda and the simulated meeting among governments.

Evaluation

Participation	10%
Group Exercises (3)	60%
Assignments (2)	<u>30%</u>
Total	100%

Plagiarism

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA). The resubmission of a paper for which you have previously received credit is considered a form of plagiarism.

Plagiarism is academic dishonesty, a serious academic offence, and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIRED TEXTBOOKS/MATERIALS:

Bakvis, Herman; Baier, Gerald; and Brown, Douglas. *Contested Federalism: Certainty and Ambiguity in the Canadian Federation*. Oxford University Press, 2009.

Cameron, David. 'Intergovernmental Relations in Canada.' Forum of Federations, Ottawa.
(www.forumfed.org/IGR-ca-Cameron.pdf)

Quick Reference Sheet on Interest-based Negotiations (IBN), ADR Education, 2011.

'What is Interest-based Negotiation?' by Jerome Slavik.

Intergovernmental documents

Arctic Council, Ottawa declaration (1996), "Declaration on the Establishment of the Arctic Council."

<http://www.arctic-council.org/index.php/en/about/documents/file/13-ottawa-declaration>

Council of the Federation. 'Council of the Federation Founding Agreement.', 2003
(www.councilofthefederation.ca/COF_agreement.pdf)

Intergovernmental Accord: First Nation of Nacho Ny'ak Dun and Government of Yukon, 2009.

Intergovernmental Forum. 'Intergovernmental Protocol', 2007.

Saskatchewan – Yukon Intergovernmental Relations Accord, 2012.

Yukon Forum. 'Memorandum of Understanding on Cooperation in Governance in the Yukon', 2004.

ADDITIONAL READINGS:

Intergovernmental documents

Alaska – Yukon Intergovernmental Relations Accord, 2012.

Cooperation in Governance Act (www.gov.yk.ca/legislation/acts/coopgo.pdf)

Intergovernmental Accord: Champagne and Aishihik First Nations Government and Government of Yukon, 2008.

Yukon First Nation Final Agreements and Self-Government Agreements (www.cyfn.ca)

Articles

Brown, Douglas M. "Getting Things Done in the Federation: Do We Need New Rules for an Old Game?" *Constructive and Cooperative Federalism? A Series of Commentaries on the Council of the Federation*, 2003. Institute of Intergovernmental Relations (Queen's University and Institute for Research on Public Policy, Montreal.

English, John. "Arctic Ambitions." *Canada's History*. December 2012 – January 2013, pp. 29-31.

Meekison, J. Peter. "Council of the Federation: An Idea Whose Time has Come." *Constructive and Cooperative Federalism? A Series of Commentaries on the Council of the Federation*, 2003.

Texts

Bakvis, Herman and Skogstad, Grace. *Canadian Federalism: Performance, Effectiveness and Legitimacy*. Oxford University Press, 2012.

Dunn, Christopher, ed., *The Handbook of Canadian Public Administration*. Oxford University Press, 2010. [Available in the Yukon College Resource Centre]

Kernaghan, Kenneth, ed., *Public Administration in Canada*. Metheun, 1985. [Available in the Yukon College Resource Centre]

Sloan, Gordon and Chicanot, Jamie. *The Practice of Negotiation: Solving Disagreement through Skilled Discussion*. (2nd edition). ADR Education, 2009.

EQUIVALENCY/TRANSFERABILITY:

In progress.

INSTRUCTIONAL REQUIREMENTS:

As per the program outline.

PROPOSED SYLLABUS

<p>Session 1 Introduction to intergovernmental relations</p>	<p>Review:</p> <ul style="list-style-type: none">• Purpose and scope of course• Reading assignments• Assignments• Evaluation <p>Explore the rationale and purpose of intergovernmental relations.</p> <p>Review the development/evolution of intergovernmental relations in Canada.</p> <p>Identify constraints/challenges to effective intergovernmental relations and opportunities that can arise from intergovernmental relationships.</p> <p>Discuss participants' experiences and observations on intergovernmental relations and explore what factors and conditions have led to success or failure in achieving intergovernmental outcomes.</p> <p>Participants will be asked to identify an intergovernmental policy issue to study through media and other reports; identified issues will be used in later sessions dealing with developing policy outcomes & communications products in an intergovernmental setting.</p>
<p>Session 2 Intergovernmental mechanisms</p>	<p>Examine different forms of intergovernmental relations from the informal to formal mechanisms.</p> <p>Explore the mandates and nature of selected intergovernmental bodies and how they advance cooperation and collaboration among governments.</p> <p>Explore the concept of interest-based negotiations and its role in building and sustaining intergovernmental relations.</p>

<p>Session 3 Intergovernmental process</p>	<p>Examine the intergovernmental process and tools to generate ideas and advance issues and solutions in an intergovernmental setting.</p> <p>Discuss the intergovernmental relations function within individual governments, looking particularly at how the function is organized and works to supports the policy and programming functions of government and intergovernmental results.</p> <p>Define the roles and responsibilities of elected leaders and government officials in building relations among governments and advancing intergovernmental interests and projects.</p>
<p>Session 4 Intergovernmental agreements</p>	<p>Explore the range, purpose and nature of intergovernmental agreements and how they contribute to cooperation among governments.</p> <p>Look at the role of the courts in shaping intergovernmental relations.</p> <p>Examine selected Yukon intergovernmental political accords and their purpose in defining intergovernmental projects. Participants will be asked, through a small group exercise, to develop the proposed content of an intergovernmental accord, for recommendation to their elected leaders.</p>
<p>Session 5 Policy collaboration in an intergovernmental setting</p>	<p>Examine intergovernmental policy discussions, their challenges and efforts to define intergovernmental outcomes.</p> <p>Explore in an intergovernmental setting the defining of policy issues and the analysis and development of options to address issues.</p> <p>Participants will be asked to develop briefing material, using a standard template, on the intergovernmental policy issue they have been</p>

	tracking and through class discussion, develop defined outcomes from available options.
Session 6 Communications and reporting out in an intergovernmental setting	<p>Discuss the development of a communications strategy for an intergovernmental discussion and collaborating on the delivery of communication products to report on the discussion.</p> <p>Participants will be asked to develop a communications strategy, based on a defined template, to reflect their governments' desired outcomes from an intergovernmental discussion. They will also be asked to collaborate with other course participants to develop communication products.</p>
Session 7 Setting the stage for an intergovernmental meeting	Participants will develop a draft meeting agenda and proposed agenda topics/outcomes through discussions among participants and the provision of advice to, and receiving feedback from, elected leaders.
Session 8 Intergovernmental meetings	This session will focus on a role-playing exercise in which course members will participate in various capacities in a simulated intergovernmental meeting.
Session 9 Building effective intergovernmental relations	Drawing on the experience and learnings from the previous sessions, participants will explore how to build/improve intergovernmental relations and collaborations. Discussions will focus on how to build trust, explore areas of mutual interest, and collaborate on potential options/solutions to address interjurisdictional policy and programming issues. Methods of increasing intergovernmental capacity within governments will also be examined.
Last day of semester	Final paper due

--	--