



## COURSE OUTLINE

### **FNGA 209 INTERGOVERNMENTAL RELATIONS**

**3 CREDITS**

PREPARED BY: Jocelyn Joe-Strack and Jane Maxwell, Instructor, Teaching & Learning

DATE: February 28, 2020

APPROVED BY: Tosh Southwick

DATE: March 11, 2020

APPROVED BY SENATE: March 11, 2020

RENEWED BY SENATE: Click or tap to enter a date



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## INTERGOVERNMENTAL RELATIONS

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**INSTRUCTOR:** Jocelyn Joe-Strack

**OFFICE LOCATION:**

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**TELEPHONE:**

**OFFICE HOURS:**

**CLASSROOM:** Online

**TIME:** M-Th 1-4pm, F 9am-4pm

**DATES:** May 1 – 15, 2020

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### COURSE DESCRIPTION

This course will introduce students to key concepts of intergovernmental relations and prepare students to critically explore and promote positive relations between levels of government ranging from local to international. The aim is to create a safe space in which to explore the foundations of Indigenous ways of knowing and relationships, including emotion, trust, respect, and security. This foundation will be used to review the history and evolution of intergovernmental relations. Specific case studies, both successful and controversial, from the circumpolar north will be analyzed to assess how the spirit and intent of intergovernmental arrangements are fulfilled. From this we will explore the processes and tools that drive administrative business, collaboration, and expectations, with a focus on practical approaches to working within and pushing against the constraints and opportunities of intergovernmental relationships.

### PREREQUISITES

- One of FNGA 100, FNGA 101, or HIST 140; AND
- One of POLI 101 or POLI 201

### RELATED COURSE REQUIREMENTS

None.

### EQUIVALENCY OR TRANSFERABILITY

This course is recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Applied Arts.

## LEARNING OUTCOMES

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

- Reflect on and identify values and practices that promote meaningful and progressive relationships between and within governments, administrations, communities, and individuals.
- Describe and employ key concepts and terms, including intergovernmental relations, federalism, multilevel governance, co-management, and treaty federalism.
- Describe the evolving nature and purpose of intergovernmental relations within an indigenous context.
- Discuss the challenges and opportunities of intergovernmental relations between international, federal, territorial, local and indigenous governments.
- Critically examine key intergovernmental bodies and agreements, including the Umbrella Final Agreement.
- Analyze how current processes and tools can foster or impede positive intergovernmental and administrative relationships.
- Honour and advance the application and benefit of indigenous ways of knowing in the ongoing evolution of intergovernmental relations.

## COURSE FORMAT

Class sessions will use a participatory, seminar-style format that includes whole-class and small-group discussion, storytelling, guest speakers, group application exercises, and short presentations. Students are expected to prepare for class sessions by completing assigned readings and/or homework assignments in advance and actively contribute to in-class discussions and exercises. Students may participate in classes via distance using web-based conferencing tools.

## ASSESSMENTS:

### Active Participation

All students are expected to attend class sessions and contribute to discussions and collaborative exercises as engaged and active participants. Students are also required to prepare for class sessions by completing readings and other preparatory tasks in advance,

as assigned by the instructor. Preparation and participation are essential to the learning environment and account for 20% of the final mark in this course.

### **Assignments**

Students will complete small assignments focused on identifying applications of the course ideas and key concepts in their personal and professional lives or in current events. These assignments will be reflective in nature and account for 15% of the final course mark.

### **Group Project**

During class sessions, students will engage with and apply the processes and tools of intergovernmental relations work through collaborative group exercises and projects. Acting as members of a government body, student groups will propose and advance a project requiring intergovernmental agreement or collaboration. Project elements may include an outline of the overall strategy, project timeline, briefing notes, communications plan, media strategy, and a presentation to the class where each group pitches their proposal and strategy. The group project accounts for 40% of the final course mark and may include components that are assessed individually.

### **Final Project**

For the final project, students will conduct and present a critical examination of a selected topic in intergovernmental relations. This project will require students to combine theoretical, practical, and personal elements of the course and analyse their connections to the selected topic. The final project will be completed individually and account for 25% of the final course mark.

### **EVALUATION:**

Active Participation	20%
Assignments	15%
Group Project	40%
Final Project	25%
Total	100%

### **REQUIRED TEXTBOOKS AND MATERIAL**

- This course uses a variety of selected readings/resources and does not have a required textbook.

### **Online resources**

- Mapping the way <https://mappingtheway.ca/>

### **Selected readings from books**

- Brown, D. M., Baier, G., Bakvis, H., Baier, G., & Bakvis, H. (2019). *Contested federalism: certainty and ambiguity in the Canadian federation*.
- Starblanket, G., Long, D. A., & Dickason, O. P. (Eds.). (2019). *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*. Oxford University Press.
- Papillon, M., & Juneau, A. (Eds.). (2015). *Aboriginal multilevel governance (Canada : the state of the federation, 2013)*. Montreal: Institute of Intergovernmental Relations, School of Policy Studies, Queen's University, McGill-Queen's University Press.
- Watt-Cloutier, S. (2015). *The right to be cold: One woman's story of protecting her culture, the Arctic and the whole planet*. Penguin Canada.
- Alcantara, C., & Nelles, J. (2016). *A quiet evolution: The emergence of Indigenous-local Intergovernmental partnerships in Canada*. University of Toronto Press.
- Frideres, J. S. (2019). *Indigenous Peoples in the Twenty-first Century*. Oxford University Press.
- Tomsons, S. I., & Mayer, L. (Eds.). (2013). *Philosophy and Aboriginal rights: Critical dialogues*. Oxford University Press.

### **Proposed readings from academic journals**

- Artelle, K. A., Stephenson, J., Bragg, C., Housty, J. A., Housty, W. G., Kawharu, M., & Turner, N. J. (2018). Values-led management: the guidance of place-based values in environmental relationships of the past, present, and future. *Ecology and Society*, 23 (3).
- Berkes, F. (2009). Evolution of co-management: Role of knowledge generation, bridging organizations and social learning. *Journal of Environmental Management*, 90, 1692-1702.
- Booth, A. L., & Muir, B. R. (2011). *Environmental and Land-Use Planning Approaches of*

- Indigenous Groups in Canada: An Overview. *Journal of Environmental Policy & Planning*, 13 (4), 421-442.
- Cordaro, D. T., Brackett, M., Glass, L., & Anderson, C. L. (2016). Contentment: Perceived Completeness across Cultures and Traditions. *Review of General Psychology*, 20 (3), 221-235.
- Curry, J., Donker, H., & Krehbiel, R. (2014). Land claim and treaty negotiations in British Columbia, Canada: Implications for First Nations land and self-governance. *The Canadian Geographer / Le Géographe canadien*, 58 (3), 291-304.
- Feit, H. A. (2005). Re-cognizing Co-management as Co-governance: Visions and Histories of Conservation at James Bay. *Anthropologica*, 47, 267-288.
- Nadasdy, P. (2012). Boundaries among kin: sovereignty, the modern treaty process, and the rise of ethno-territorial nationalism among Yukon First Nations. *Comparative Studies in Society and History*, 54 (03), 499-532.
- Papillon, M. (2012). Adapting federalism: Indigenous multilevel governance in Canada and the United States. *Publius: The Journal of Federalism*, 42(2), 289-312.
- Roeser, S., & Pesch, U. (2016). An Emotional Deliberation Approach to Risk. *Science, Technology, & Human Values*, 42 (2), 1-24.
- Sabin, J. (2017). A Federation within a Federation? Devolution and Indigenous Government in the Northwest Territories. *IRPP Study*, (66), 1.
- Short, D. (2006). Reconciliation and the Problem of Internal Colonialism. *Journal of Intercultural Studies*, 26 (3), 267-282.
- Slack, E., & Bird, R. M. (2013). Cities in Canadian federalism. Institute on Municipal Finance & Governance, Munk School of Global Affairs, University of Toronto.
- Staples, K., & Barre, M. J. (2013). Fixing Land Use Planning in the Yukon Before It Really Breaks: A Case Study of the Peel Watershed. *The Northern Review*, 37, 143-165.
- White, G. (2006). Cultures in Collision: Traditional Knowledge and Euro-Canadian Governance Processes in Northern Land-Claim Boards. *Arctic*, 59 (4), 401-414.

### **Other sources**

- Additional Readings and material required to review International and Arctic frameworks and communications tools.
- Harland, F. and Dance, M. (April 19, 2017) Why Canadian federalism is bigger than Ottawa and the provinces. MacLean's <https://www.macleans.ca/news/canada/why-canadian-federalism-is-bigger-than-ottawa-and-the-provinces/>

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance



Centre (LAC): lac@yukonu.ca.

**TOPIC OUTLINE**

**Example syllabus (2 weeks + 1 day intensive)**

*Each session in the table below represents 3 class hours.*

Session		Description
1	Fri AM	Course Overview Community-building activities Fundamentals of Human Relationships & Indigenous Relationships
2	Fri PM	Fundamentals of Intergovernmental Relations (definitions and key terms) Intergovernmental relations in Canada <ul style="list-style-type: none"> <li>• Federalism</li> <li>• Inter-jurisdictional</li> <li>• Intra-jurisdictional</li> <li>• The Indian Act</li> <li>• Emergence of land claims and self-government</li> <li>• Multi-level governance</li> </ul> Indigenous definitions and classifications of government relations
3	Mon PM	Intergovernmental history in the North <ul style="list-style-type: none"> <li>• Historical FN intergovernmental relations</li> </ul>
4	Tues PM	Intergovernmental bodies
5	Wed PM	Intergovernmental agreements
6	Thurs PM	Case studies of Intergovernmental bodies/agreements <ul style="list-style-type: none"> <li>• Challenges of IGR, clashes between Indigenous ways of knowing, traditional knowledge and western values, and the western bureaucratic system</li> </ul>
7	Fri AM	Internal relationships
8	Fri PM	Group application exercise - Model IR process
9	Mon PM	Processes for Intergovernmental Relations
10	Tues PM	Tools for Intergovernmental Relations
11	Wed PM	Communications in Intergovernmental Relations
12	Thurs PM	Group exercises and project work
13	Fri AM	Group Project Presentations
14	Fri PM	Group Project Presentations