



School of Applied Science and Management

FNGA 209

Intergovernmental Relations

Term: Fall 2021

Number of Credits: 3 credits

Course Outline

INSTRUCTOR: Samantha Darling, Kiri Staples

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**note that course instructors may not answer emails evenings and weekends*

COURSE DATES: September 9 - December 9

DAY/TIME: Thursday, 6PM - 9PM

LOCATION: A2603 and via Zoom (see Moodle for link)

OFFICE HOURS: By appointment

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.

COURSE REQUIREMENTS

Prerequisite(s):

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

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

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

Weekly breakdown of instructional hours

This course will run over a period of 14 weeks. Each week, students will meet over Zoom and/or in person, on Thursdays from 6pm to 9pm, for a total of 3 hours per week. Class time will be spent on lectures, guest speakers, group discussions, case study activities, and participatory exercises that will allow students to review ideas, develop practical skills, and apply their understanding of course theories and concepts. It is also expected that students will spend additional time outside of class each week on assigned readings and assessments (approximately 6 hours for every 3 hours of class time).

Delivery format

This course combines synchronous class time with asynchronous materials and activities. Email and frequent internet access are an important part of this course. The instructor will communicate through email and Moodle. All students must use the course site and expect to check it frequently for course materials, updates, discussion forums, etc.

EVALUATION

Active Participation	15 %
Two-stage open book test	10 %
Jigsaw readings (x3)	15 %
Jigsaw peer and self-evaluation	5 %

Arctic Council Case Study:	
● Detailed essay outline	10%
● Position paper	25%
● Role play	10%
● Process and Reflection Paper	5%
● Peer and self-evaluation	5%
Total	100%

Active Participation (15%)

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 15% of the final mark in this course.

Two-Stage Test - Week 8 (10%)

Midway through the course, students will be assessed on their comprehension of key concepts from the course topics, readings and discussions. The test is worth 10% of your final grade and will consist of short-answer questions (e.g. multiple choice, true/false, one or two word answers, etc.). The test will be conducted using a “two-stage” format. On the day of the test, students will write the same test twice – once as an individual, and then once in a small group. The individual test is worth 80% of the test mark, and the group test is worth 20% of the test mark. If a student misses a test due to extenuating circumstances, they can retake the individual test, but not the group test.

Jigsaw - Week 5, Week 7, and Week 9 (20%)

This cooperative learning strategy allows individual students to become responsible for a subcategory of a larger topic. At the start of the term, students will be divided up into small groups that they will work with three times throughout the course. For each jigsaw activity, students will be assigned a reading that they are responsible to take notes on and teach about to the rest of their group. After each activity, you will share your reading notes with the members of your group and the course instructor. These notes will be worth 5% each for a total of 15% of your final grade.

At the end of the last jigsaw activity, you will be asked to complete a peer and self-evaluation for participation in the jigsaw activity. This will be worth 5% of your final grade.

Model Intergovernmental Relations Exercise - Week 10, Week 13, and Week 14 (55%)

A model intergovernmental relations (IGR) exercise is an experiential learning opportunity in which students come together to role play a simulated intergovernmental forum or meeting. For the purpose of this course, we will be focusing on a case study about the Arctic Council. Two students will be assigned to a role (e.g. Russian Federation, Government of Canada, Arctic Athabaskan Council, Inuit Circumpolar Council). In these pairs you will support each other in conducting research and developing your positions on the issue.

Note, each student in the pair will be assigned a slightly different scenario to role play. While you are doing your research in pairs, you will each be required to develop your own position paper, which you will present independently at the in-class role play exercise.

There are four separate assessments related to this model IGR exercise, for a total of 55% of your overall grade in the course. These include:

- an outline of your position paper (10% - **due Week 10**)
- a position paper (25% - **due Week 13**)
- an in-class role play activity (10% - **due Week 13**)
- a peer and self-evaluation (5% - **due Week 14**)
- a process and reflection paper (5% - **due Week 14**)

More details will be provided in class and through Moodle, so expect to use the online resources frequently. If you have concerns about access, let the course instructors know immediately.

Late Assignments: Late penalties will be given except for lateness due to documented medical reasons or if previous arrangements have been made with the instructor in advance of the due date. You will have 5% of your assignment grade deducted per day, up to a maximum of 25%. If you have concerns about deadlines, approach the course instructors immediately.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

There is no required textbook for this course. All assigned readings and resources will be provided through the course Moodle page. This course involves online course work; therefore, students will require access to a computer with internet and video capabilities.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students who require 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 by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

**note that the order of topics is subject to change with guest speaker availability.*

WEEK	TOPIC
1	Introduction to inter-governmental relations
2	Federalism
3	Indigenous-Crown Relations
4	Federal-provincial politics
5	Evolution of Northern Politics and Devolution
6	Role of Municipalities
7	International IGR Bodies
8	Introduction to Arctic National Wildlife Refuge Case Study
9	IGR Theory and Application: Collective Action
10	NO CLASS
11	IGR Theory and Application: Relationship Building and Trust
12	Challenges of IGR
13	Model IGR Exercise
14	Model IGR Exercise, Course Debrief and Closing Circle