



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

MGMT 6755

**INTERGOVERNMENTAL
RELATIONS**

DR. PETER AUCOIN

WITH REVISIONS BY:

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AND DR. TAMARA KRAWCHENKO

PREVIOUS TERM (subject to revision)

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LESSONS

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LESSON 11	EMERGING ISSUES AND EVOLVING TRENDS IN INTERGOVERNMENTAL RELATIONS

WELCOME

Welcome to the MPA (Management) Program. This Student Manual contains information regarding the course MGMT 6755: Intergovernmental Relations. Throughout the MPA (M) Program, you will receive similar manuals specific to each course. Though each manual is based on a standardized format, each contains unique information about the content and format of the course. It is, therefore, important that you read through this information carefully. Should you have any comments or suggestions, please contact Morven Fitzgerald at (902) 494-6312 or morven.fitzgerald@dal.ca.

ABOUT THE AUTHORS

This course was developed by the late Dr. Peter Aucoin, whose contributions to the study and practice of public policy and administration throughout this career were prodigious. He is widely recognized as a leading theorist and researcher on public administration, policy and democratic governance in Canada. Dr. Aucoin was a professor of political science and public administration at Dalhousie, a fellow of the Royal Society of Canada and a member of the Order of Canada. He regularly served as an advisor to governments across Canada. One of his final works *Democratizing the Constitution: Reforming Responsible Government*, assertively makes a case for the reform of responsible government in Canada (2011, with Mark Jarvis and Lori Turnbull).

This course was subsequently updated by Ms. Catherine Blewett and Dr. James McNiven. Ms. [Catherine Blewett](#) is the Deputy Minister of Fisheries and Oceans. She has had a long career in both the federal and NS provincial public service. Ms. Blewett has taught Intergovernmental Relations at Dalhousie University's Masters of Public Administration program in the past. Dr. James McNiven has been course instructor of IGR since 2004. He has designed and led the intergovernmental simulations conducted in the intensives of this course.

Dr. [Tamara Krawchenko](#) made the most major revision to this course; Dr. Krawchenko has worked for OECD, the federal and NS governments and for a variety of research institutes and universities. She currently teaches courses in public policy/administration, political science and research methods and theory.

COURSE INSTRUCTOR

DR. JAMES MCNIVEN

James D. McNiven is Professor Emeritus at Dalhousie University and Senior Policy Research Advisor with Canmac Economics Ltd. In 2010-11 he was a Fulbright Research professor at Michigan State University. Until his retirement in 2006 from Dalhousie, he held the R. A. Jodrey Chair in Commerce in the School of Business Administration and was a Professor of Public Administration. From 1988 to 1994, he was the Dean of the Faculty of Management at Dalhousie. Prior to that, he was the Deputy Minister of Development for the Province of Nova Scotia (1981-88) and the President of the Atlantic Provinces Economic Council (1977-81).

Dr. McNiven has a PhD from the University of Michigan. He has written widely on public policy and economic development issues and is the co-author of three books. His most recent research work has been in natural resource policy, the impact of broadband on rural businesses and the relationship of demographic changes to regional economic development.

COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor either by telephone or online. Please feel free to do so at any reasonable time of the day or evening. It would be helpful if prior to your call or online interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM. This is not a problem if you use the email through the course website.

Email: BBL mail or j.mcniven@dal.ca

Phone: 902-225-4138

INTRODUCTION

In Canada, a course on intergovernmental relations (like this one) invariably spends a lot of time focusing on federalism. Our federalist architecture is like the iron foundation over which intergovernmental relations are built. The nature of federalism in any given state is highly instrumental in determining power relations between its constituent units. As a political structure, federalism essentially describes a system of governance where sovereignty is constitutionally divided between a central government and constituent units.

Federalism is a pact. In Canada, it is one that has evolved over time. On July, 1, 1867 the federal Dominion of Canada was formed through the union of Ontario, Quebec, New Brunswick and Nova Scotia. Over time, more provinces and territories came on board. They did so because they saw a perceived benefit to that union. And herein lay the crux of the matter—Canadian federal system entails the coexistence of governments that are at one and the same time *interdependent* and *autonomous*. Intergovernmental relations entail conflict, cooperation and competition. It's a dynamic relationship.

While our Constitution Acts set the *architecture* for jurisdictional governance, they do not include *formal mechanisms* for intergovernmental relations—the relations among federal provincial/territorial executives. Instead, these relations are informal; they aren't grounded in law or in the Constitution. This lack of formality means that federalism and intergovernmental relations are dynamic and ever changing. They are shaped and reshaped according to socio-economic and political factors and interests.

Contemporary policy-making is complex. The demands of a modern post-industrial (or knowledge/digital) society result in considerable overlap, even duplication, in the responsibilities of the different levels of government—federal, provincial and municipal. In many fields, the agreement of several governments is often necessary in order to proceed with the development and implementation of government policies and programs. Thus, what we have is something one can label *inter-governmental governance*. While governments need each other to achieve objectives, one government cannot dictate to the other; and while one level of government may attempt to proceed unilaterally or bring the weight of its fiscal resources to bear on the issue, generally in federal systems things work best on the basis of consensus.

Federalism—with its autonomous and strong orders of government—is constantly being pressed to adapt and find new ways to bargain, negotiate, collaborate, coordinate and enter into agreements with one another. This course explores the dynamics of intergovernmental relations in Canada. *Government Structures and Organisation* lays out the architecture and principal players in the Canadian system of federalism, while IGR further delves into the nature of the relationships which constitute the federal-provincial dynamic. Throughout this course, we contrast *structure* against *practice*—that is, the way relations are ‘supposed’ to work, or have worked in the past, against evolving circumstances and pressures that challenge the nature of government autonomy, responsibility, efficiency and democratic accountability.

There are 11 lessons in this course, followed by an in-person intensive session where the group will conduct simulated intergovernmental consultations—putting the knowledge gained from the course into action. This course proceeds in three parts. Part 1 sets the scene—we look at intergovernmental relations within the context of Canadian federalism with a particular emphasis on the relationship between provincial and federal executives. From here we turn our attentions to how intergovernmental relations work in practice across various policy domains, including the role of the courts (Part 2). And finally, in Part 3 we will expand our understanding of intergovernmental relations beyond a focus on executives to include relations with municipalities and First Nations—increasingly important players in inter-governmental relations. In the final lesson we will consider emerging trends in intergovernmental relations and ask, where do we go from here?

For your research paper you will be expected to address some aspect of a specific policy field (e.g. environmental policy, fiscal or social policy) and show how the Canadian intergovernmental framework has shaped this field, and the policies within. Ideally, this paper topic will have some connection to your work—through either a present or past government position, or a relationship that your organization has had with a governmental department. Please see the Appendix for a project description.

As an aside, as you go through this course you’ll invariably see intergovernmental relations play out daily in the news. Feel free to post these stories on the class discussion board to comment on and share with other students. Doing so helps bring the material we are studying alive—bringing it to bear on your own lives.

COURSE ELEMENTS

There are two major components to this course: i) online learning and ii) an intensive, in-person session at the very end. The distance element is a professor-guided self-study with online interaction. The distance portion of the course contains: a study manual for each lesson topic (including questions for discussion); your text book, lesson readings; a description of course assignments (see Appendix for details) and a discussion forum for students to share their opinions and ideas. Our in-person intensive session is a compulsory two-and-a-half-day, classroom-based program, which includes a simulation exercise and final exam/assignment.

ASSESSMENTS* (SEE APPENDIX I FOR DETAILS)

1. BLOG POSTINGS: 35%

Over the course of your studies you will be asked to contribute 7 of 11 critical blog postings; 200 word minimum, 350 maximum and worth 5% each. In doing so you will engage with the readings and reflect on your own work in the process. These blogs will be posted and shared with your colleagues. You are encouraged to comment on other's submissions.

2. PAPER PROPOSAL: NO GRADE (1,000 WORDS MAX)

You will develop a paper proposal in conversation with the instructor of the course. The proposal sets the framework for your final term paper. Through the proposal assignment you will: develop a well-defined research topic; outline a structure/framework for analysis of intergovernmental relations and; present the resources that you will use. There is no grade for this assignment but the term paper will not be graded without proposal approval.

3. TERM PAPER: 30%

In the term paper you will focus on one policy issue and present a case study analysis of intergovernmental relations.

4. CLASS PARTICIPATION/INTENSIVE: 20%

You will have lots of opportunities to engage with others and participate via comments through the online discussion forum. Through an Intergovernmental Relations simulation exercise, the intensive provides you with an opportunity to integrate and demonstrate your assimilation of course content. Instruction for preparing will be provided the first day of the intensive session.

5. FINAL EXAM: 15%

A Briefing Note style exam will be written at the end of the intensive sessions.

* Please note: you must both pass the final exam and obtain a minimum overall grade of B- in order to pass this course.

INTENSIVE SESSIONS

In this two and a half day intensive session we will finally have the chance to meet as a class and share our ideas! These intensives are organized as mock negotiations where you and your colleagues will be assigned positions (either as a province or as the federal government) and will be required to consult and negotiate accordingly around a policy issue. See Appendix II for details.

COURSE OUTLINE/SCHEDULE

INTRODUCTION/ORIENTATION	
Week 1: January 6 - 12	Introduction
<ul style="list-style-type: none"> ➤ Post by Jan. 12: Introduce yourself to the class ➤ Familiarize yourself with the Brightspace site ➤ Familiarize yourself with the Syllabus and the course content 	
PART 1: INTERGOVERNMENTAL RELATIONS AND INSTITUTIONS	
LESSON 1	
Week 2: January 13 - 19	Structures of government—federalism and intergovernmental relation
READINGS	
<p>Bakvis, H. and Skogstad (2012). Chapter 1: Canadian federalism—performance, effectiveness and legitimacy. <i>Canadian Federalism</i>, pp. 2-19. <i>Text book</i>.</p> <p>Simeon, R. and Nugent, A. (2012). Chapter 4: Parliamentary Canada and intergovernmental Canada—Exploring the tensions. <i>Canadian Federalism</i>, pp. 59-78. <i>Text book</i>.</p> <p>Wright, W. K. (n.d.). The Political Safeguards of Canadian Federalism: The Intergovernmental Safeguards. <i>National Journal of Constitutional Law</i>.</p>	
TASKS	
<ul style="list-style-type: none"> ➤ Discussion Post due by Jan. 19 <i>What is federalism? How is federalism different that other forms of government? And what is the relationship between federalism and intergovernmental relations? This introductory lesson sets the stage for the rest of the course. It broadly outlines the nature of intergovernmental relations within the Canadian federation.</i> 	
LESSON 2	
Week 3: January 20 - 26	Understanding and explaining intergovernmental relations—frameworks of thought
READINGS	
<p>Broschek, J. (2015). Pathways of Federal Reform: Australia, Canada, Germany, and Switzerland. <i>Publius: The Journal of Federalism</i>, 45(1), 51-76.</p> <p>Sheapsle, K. (2006). Old questions and new answers about institutions: the Riker objection revisited. In Weingast, B. and Vittman, D. eds., <i>Oxford Handbook of Political Economy</i>.</p> <p>Wright, W. K. (n.d.). The Political Safeguards of Canadian Federalism: The Intergovernmental Safeguards. <i>National Journal of Constitutional Law</i>. (This reading is to be read for Lessons 1 and 2)</p>	

<p>Simmons, J. M. (2017). Canadian multilateral intergovernmental institutions and the limits of institutional innovation. <i>Regional & Federal Studies</i>, 27(5), 573–596. doi: 10.1080/13597566.2017.1389725</p>	
<p>TASKS</p>	
<p>➤ Discussion Post due by Jan. 26</p> <p><i>In this lesson we delve into a bit of theory. In particular, we explore New Institutionalism, which has been called no less than "the most successful paradigm in comparative politics and public policy analysis." Theory can be used for a variety of purposes. Here we draw on it to frame our understanding of intergovernmental relations and federalism including such questions as: how do institutions emerge, endure, shape actor behavior and change over time?</i></p>	
<p>LESSON 3</p>	
<p>Week 4: January 27 – February 2</p>	<p>Executive federalism—relations between political and appointed officials of federal and provincial governments</p>
<p>READINGS</p>	
<p>Bakvis, H. and Tanguay, A. B. (2012). Chapter 6: Federalism, political parties and the burden of national unity—Still making federalism do the heavy lifting? <i>Canadian Federalism</i>, pp. 96-116. <i>Text book</i>.</p> <p>Simmons, J. (2012). Chapter 17: Democratising executive federalism—The role of non-governmental actors in intergovernmental agreements. <i>Canadian Federalism</i>, pp. 320-339. <i>Text book</i>.</p> <p>Wallner (2014). 19th Century Division of Powers, 21st Century Problems: Understanding Canadian Intergovernmental Relations, <i>Canada 2020</i>.</p> <p>Norquay, G. (2012). The death of executive federalism and the rise of "the Harper doctrine": Prospects for the next health care accord. <i>Policy Options</i>, Dec.-Jan. 2012.</p>	
<p>TASKS</p>	
<p>➤ Discussion Post due by Feb. 2</p> <p><i>When one thinks of intergovernmental relations, it is this aspect of federalism that most often comes to mind—the relationship between political and appointed officials of federal, provincial and (to a lesser extent) territorial governments. In this lesson we will review the major mechanisms of executive federalism and consider how different federal personalities—Prime Ministers chief among them—have shaped intergovernmental relations in different ways.</i></p>	
<p>LESSON 4</p>	
<p>Week 5: February 3 - 9</p>	<p>Historic and geographic linkages and the "French Fact"</p>
<p>READINGS</p>	
<p>Stevenson, G. (2012). Chapter 2: The political economy of regionalism and federalism. <i>Canadian Federalism</i>, pp. 20-37. <i>Text book</i>.</p>	

Cameron, D. (2012). Chapter 3: Quebec and the Canadian federalism. *Canadian Federalism*, pp. 38-58. *Text book*.

Lecours, A. (2014). [Multinationalism and accommodation: An analysis of a Canadian success](#). *The Federal Idea*. Montreal, Quebec: 1-20.

TASKS

- Discussion Post due by Feb. 9
Here we explore how Canada’s geography and natural resource endowments have shaped economic and political relations in the intergovernmental arena as well as the unique position of Québec within the federation.

PROPOSAL PREP

Week 6: February 10 - 16

TASKS

- Use this week to finish preparing your proposal and submit by Feb. 16
- Midterm Course Evaluation available Feb. 13 - 19

PART 2: INTERGOVERNMENTAL RELATIONS IN PRACTICE

LESSON 5

Week 7: February 17 - 23

The intergovernmental framework and the policy process

READINGS

Banting, K. G. (2012). Chapter 8: The three federalisms revisited: Social policy and intergovernmental decision making. *Canadian Federalism*, pp. 141-164. **Text book.**

Maioni, A. (2012). Chapter 9: Health care. *Canadian Federalism*, pp. 165-182. **Text book.**

Winfield, M & MacDonald, D. (2012). Chapter 13: Federalism and climate change policy. *Canadian Federalism*, pp. 241-260. **Text book.**

Schertzer, Robert, Andrew McDougall and Grace Skogstad. 2016. Collaboration and Unilateral Action: Recent Intergovernmental Relations in Canada. IRPP Study 62. Montreal: Institute for Research on Public Policy.

Hedley, D. D. (2017). Governance in Canadian Agriculture. *Canadian Journal of Agricultural Economics/Revue Canadienne D'agroeconomie*, 65(4), 523–541. doi: 10.1111/cjag.12141

TASKS

- Discussion Post due by Feb. 23
In the second part of this course we turn our attention to intergovernmental relations in practice—both how these relations function as part of the policy process and how they shift according to policy area and socioeconomic and cultural dynamics. This lesson provides an initial overview and offers a thematic structure for your final papers for the course. The readings offer case studies of how intergovernmental relations differ by policy area.
- Midterm Course Evaluation closes Feb. 13 - 19

LESSON 6	
Week 8: February 24 – March 1	Constitutional federalism and the role of the Courts
READINGS	
<p>Baier, D. M. (2012). Chapter 5: The Courts, the Constitution and dispute resolution. <i>Canadian Federalism. Text book</i></p> <p>Kelly, J. B., & Murphy, M. (2005). Shaping the constitutional dialogue on federalism: Canada’s Supreme Court as meta-political actor. <i>Publius: The Journal of Federalism</i>, 35(2), 217-243.</p>	
TASKS	
<p>➤ Discussion Post due by Mar. 1</p> <p><i>A common refrain in discussions of intergovernmental relations is that they entail cooperation, coordination and sometimes... conflict. It is on this last point that we consider the role of the courts as an interpreter of jurisdictional roles and responsibilities when no other recourse is possible.</i></p>	
LESSON 7	
Week 9: March 2 - 8	Fiscal relations—taxes, transfers and the politics of redistribution
READINGS	
<p>Brown, D. M. (2012). Chapter 7: Fiscal federalism—Maintaining a balance? <i>Canadian Federalism. Text book.</i></p> <p>Skogstad, G. (2012). Chapter 11: International trade policy and the evolution of Canadian Federalism, <i>Canadian Federalism. Text book.</i></p> <p>Courchene, T. J. (2008). Reflections on the federal spending power: Practices, principles, perspectives. <i>Queen’s Law Journal</i>, 34, 75.</p>	
TASKS	
<p>➤ Discussion Post due by Mar. 8</p> <p><i>Fiscal relations between the three levels of government make for daily headlines in Canadian news. In this lesson we focus on federal and provincial fiscal relations and the politics of negotiation and redistribution.</i></p>	
LESSON 8	
Week 10: March 9 - 15	Federalism and economic policy
READINGS	
<p>Skogstad, G. (2012) Chapter 11: International Trade and the Evolution of Canadian Federalism. <i>Canadian Federalism. Text book.</i></p>	

Haddow, R. (2012). Chapter 12: Federalism and economic adjustment: Skills and economic development in the face of globalization and crisis, *Canadian Federalism*. **Text book.**

Bradford, N., & Wolfe, D. A. (2013). Governing regional economic development: innovation challenges and policy learning in Canada. *Cambridge Journal of Regions, Economy and Society*, rst006.

TASKS

- Discussion Post due by Mar. 15

We are a large country with varying endowments and needs. As such, economic policy in Canada needs to balance diverse interests. In this lesson we examine four aspects of economic policy: economic management, economic union, trade policy, and structural policy.

PART 3: FEDERALISM BEYOND EXECUTIVE RELATIONS

LESSON 9

Week 11: March 16 - 22

Municipalities in the federation

READINGS

Sancton A. (2012). Chapter 16: The Urban Agenda. *Canadian Federalism*, pp. 302-319. **Text book.**

Garcea, J. (2014). The Empowerment of Canadian Cities: Classic Canadian Compromise. *International Journal of Canadian Studies*, 49(1), 81-104.

Rose, J., & Preston, V. (2017). Canadian municipalities and services for immigrants: A Toronto case study. *Canadian Journal of Urban Research*, 26(1), 29-39. Retrieved from <http://ezproxy.library.dal.ca/login?url=https://search-proquest-com.ezproxy.library.dal.ca/docview/1918836810?accountid=10406>

Kitchen, H. (n.d.). Is 'Charter-City Status' A Solution For Financing City Services In Canada — Or Is That A Myth The School of Public Policy SPP Research Papers, 9(2).

TASKS

- Discussion Post due by Mar. 22

While we have spent a lot of time in this course on relations between executives, we will now broaden our inquiry to consider other actors. This lesson focuses on the role of municipalities in intergovernmental relations. The vast majority of Canadians live in urban areas—a reversal from a century ago. And yet, cities remain 'creatures of the provinces.' We will consider the changing role of municipalities within federalism and major debates regarding municipal empowerment and reform.

LESSON 10	
Week 12: March 23 – 29	First Nations and Aboriginal governance
READINGS	
<p>Papillon, M. (2012). Chapter 15: Canadian federalism and the emerging mosaic of Aboriginal multilevel governance. <i>Canadian Federalism</i>, pp. 284-301. Text book.</p> <p>Pamela Palmater (2013). “Section 35’s Empty Shell of Constitutional Promise” (Pt. 1). The 25th Annual McDonald Lecture hosted by the Centre for Constitutional Studies features Professor Pamela Palmater. Video, 1 hour.</p>	
TASKS	
<p>➤ Discussion Post due by Mar. 29</p> <p><i>Canada has signed 21 self-government agreements recognizing a wide range of Aboriginal jurisdictions. Some of these have involved comprehensive lands claim agreements, while others have not (such as sectoral negotiations). Aboriginal governments are a key part of Canada’s intergovernmental affairs landscape, with constitutionally defined rights that have been repeatedly ignored by successive governments.</i></p>	
LESSON 11	
Week 13: March 30 – April 5	Emerging issues and evolving trends in intergovernmental relations
READINGS	
<p>Simons, J. M. (2012). Chapter 17: Democratizing executive federalism—the role of non-governmental actors. <i>Canadian Federalism</i>, pp. 320-339. Text book.</p> <p>Skogstad, G. and Bakvis, H. (2012). Chapter 18: Conclusion—Taking stock of Canadian federalism. <i>Canadian Federalism</i>, pp. 320-339. Text book.</p> <p>Boyd, B. (2017). Working Together on Climate Change: Policy Transfer and Convergence in Four Canadian Provinces. <i>Publius: The Journal of Federalism</i>, 47(4), 546–571. doi: 10.1093/publius/pjx033</p>	
TASKS	
<p>➤ Discussion Post due by Apr. 5</p> <p><i>In this last lesson we consider emerging issues and evolving trends in contemporary policymaking and how this might challenge intergovernmental relations to adapt—particularly when it comes to large complex policy issues. In other words... where do we go from here?</i></p> <p>➤ Final Paper due Apr. 6</p>	

HALIFAX INTENSIVE	OTTAWA INTENSIVE
April 15 - 17	April 20 - 22
SRI ¹ : April 16 - 22	SRI: April 21 - 27
T A S K S	
<ul style="list-style-type: none"> ➤ Wrap up and discussion ➤ Simulation Exercise ➤ Exam 	

PREVIOUS TERM (subject to revision)

¹ SRI = Student Rating of Instruction. Further details available on the course site discussion board.

APPENDIX I - ASSESSMENT DETAILS

1. CRITICAL REFLECTIONS/BLOG POSTINGS

35% (7 REFLECTIONS, 5% EACH, 350 WORDS MAXIMUM EACH)

In these critical reflections assignments you are asked to do just that—*critically reflect* on the material that you are engaging with in this course and think about how it impacts your own work and the policy issues that you engage with. These reflections will be posted to the online course content and shared with your colleagues as blog postings. You might apply a concept to your own work (e.g., ‘collaborative federalism’) or engage in one of the debates drawn out in the literature. Or you might elaborate on one of the discussion questions that has peaked your interest. It's up to you.

2. RESEARCH PAPER PROPOSAL

NO GRADE/0%. (1,000-2,000 WORDS)

The substantive assignment in this course is a term paper. The research paper proposal will help you develop your term papers. *In conversation with your instructor*, you will develop a term paper topic. Your research proposal should be approximately 1,000 words in length, in Times New Roman font, double-spaced with citations according to the [American Psychological Association](#) (APA) or [Chicago style](#).

For your proposal, you will identify the perspective from which you are conducting your study (see detail on term paper below); the policy issue under consideration (and relevant background history/context) and; the elements of the intergovernmental framework you feel are likely relevant to the analysis. You will outline the evidence and material that you will be relying on (e.g., court proceedings, interviews with those familiar with or involved in the case). Be sure to indicate the beginning and end points of the intergovernmental process.

A handy tip for citations

There's no need to type out your citations... just find your references in [Google Scholar](#), and click the ‘cite’ icon near the bottom of the reference. The citation will come up ready to ‘cut’ and ‘paste’ into your document in three handy referencing styles: APA, MLA and Chicago. Alternatively, you can use a citation manager like [Refworks](#) which is supported by Dalhousie's library. Either way, finding and referencing academic literature has never been easier!

In structuring your project it is important that the topic and inquiry are both *realistic and manageable*. Try to focus on a fairly specific issue (which ideally will be reflective of the broader policy field) and make sure there is a reasonable amount of material available to draw on.

You can think of your proposal as the introductory section of your term paper. Your instructor will provide you with feedback to make sure that the project is realistic and manageable, that you are on the right track, and that you are made aware of further avenues or sources of information. Please note, the instructor reserves the right to reject or modify any topic—either because it is deemed unsuitable or to avoid undue overlap or duplication.

Your proposal should incorporate the following elements:

- Perspective (group, government, policy)
- The main policy issue, including the outcome
- The components of the intergovernmental framework relevant to the study (and in particular the main actors)
- The beginning and end points of the intergovernmental framework
- The material and sources most likely to be used (please see note on Ethics below)

Please note: proposals will not be allocated a grade; however, the term paper will not be graded without proposal approval.

3. TERM PAPER

30% (APPROXIMATELY 5,000 WORDS)

Term papers should be approximately 5,000 words in length, in Times New Roman font, double-spaced with citations according to the [American Psychological Association](#) (APA) or [Chicago style](#).

Your term paper entails a case study of a policy issue involving two or more governments. The proposal and paper can be done from the perspective of:

- An organization or group seeking to obtain some public good, where two or more governments are involved;
- A government seeking some policy objective where the involvement of another government or level of government is either required or desirable;
- A policy area or issue, or court decision—e.g., childcare policy—where two or more governments are involved and where the aim is to understand how that issue was determined or shaped by the intergovernmental process.

For all three perspectives, you will first need first to start with the *policy issue or objective*. Make sure you describe the issue in terms of the dimensions discussed in Lesson 5 “The intergovernmental framework and the policy process” (distributive-redistributive etc.) and note the origins and background to the issue or dispute. From there, link the issue to the *actors involved* and the arenas in which the issue is handled (in most instances there will be more than one arena). Actors can be single governments (e.g. two provincial governments or Ottawa and a single provincial government involved in a bilateral dispute or agreement) or a set of governments (e.g. involving multilateral negotiations between Ottawa and all or most provinces).

In the paper you will need to describe how the interests and objectives of the different actors have come into play, including the dynamics internal to governments (i.e. the intragovernmental dimension), as well as the other elements identified earlier in our discussion of the intergovernmental framework (e.g. resources, strategies, jurisdiction). The relative weight of each of these elements will vary from case to case; nonetheless, you should use this framework as a ‘check list’ to help you identify key factors and then explore those factors in your case study.

A note on ethics:

When conducting interviews as part of your project, students are expected to protect the interests of those you interview or obtain information from. Interviewees (e.g. government officials) should be made aware of the purpose of your study and should provided with options about how they wish their information to be treated (i.e. attributable, or anonymous and non-attributable), and that you will be used only by you (and perhaps reviewed by the instructor)

and safeguarded by you and destroyed after a certain period of time. The inclusion of direct quotes from interviewees requires their permission for such usage.

Interviewees should be informed that the final paper will be submitted to the instructor for grading and is unlikely to be circulated further. If there is a possibility that your paper will see further distribution, interviewees should be made aware of this. Interviewees should be provided with the name and contact number of the instructor who can vouch for the legitimacy of the project, and who can provide further information or receive complaints if necessary.

Please note: Plagiarism is a serious academic offence. A finding of plagiarism may result in a failing grade of an assignment or course or, if very serious, suspension or expulsion from the university. In fact, if plagiarism is discovered after a student has completed his or her studies, and the penalty results in that student no longer meeting the requirements of a degree that has been awarded, the university may rescind that degree. Please familiarize yourself with Dalhousie's [policy on plagiarism](#).

4. ONLINE CLASS PARTICIPATION/INTENSIVE IN-PERSON SESSIONS

20%

In our intensive sessions we will conduct mock intergovernmental negotiations. You will be provided with a three or four page situational paper that sets the stage for the negotiations to come and describes the character you will take on throughout the negotiations, their interests and constraints. You will receive this the first morning of the intensives.

The negotiations will proceed in rounds followed by a review period. Participation in this exercise will be judged by a demonstration of your understanding of the position that your character will adopt/defend in the scenario.

5. FINAL EXAM/BRIEFING NOTE

15%

The final exam for the course will take place following the intensive sessions. This will take the form of a briefing note to the Prime Minister/Premier giving a lucid and credible account of what was done in the session and the probable results/stance for the jurisdiction at hand. It

is expected that the briefing note will draw on the intensive session as well as lesson notes and readings.

The exam/briefing note will be closed book and written in class, however you are encouraged to prepare notes in advance.

ASSIGNMENTS/EXTENSIONS

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

PLAGIARISM AND SPECIAL SERVICES

At Dalhousie, plagiarism is defined as, "the presentation of the work of another author in such a way as to give one's reader reason to think it to be one's own."

For more information and an online tutorial on plagiarism and how to avoid it please see: <http://libcasts.library.dal.ca/Tutorials/QuoteNoteL/> and see Appendix III.

For information on services at Dalhousie for those students with either permanent or temporary disabilities, the phone number for Student Accessibility Services is 494-2836. Any special accommodation for exams or assignments must be arranged early in the semester, following consultation with the School of Public Administration Graduate Coordinator and the course instructor.

Links to Dalhousie Graduate Calendars and Policies areas also available within your course site. For further info, please go to www.dal.ca.

APPENDIX II - ONLINE RESOURCES²

CONSTITUTIONAL POWERS OF THE PROVINCES

- [Constitution Acts, 1867 to 1982](#)
- [The constitutional distribution of legislative powers](#) (Privy Council Office)

FEDERAL PROGRAMS AND SERVICES

- [Intergovernmental Affairs](#) (Privy Council Office)
 - [Intergovernmental relations](#)
 - [Federal/Provincial/Territorial agreements](#) (FPT)

INTERGOVERNMENTAL/FEDERAL-PROVINCIAL-TERRITORIAL RELATIONS

- [Canadian Council of Ministers of the Environment](#)
- [Canadian Intergovernmental Conference Secretariat](#) News releases and documents from federal-provincial-territorial conferences
- [Council of Atlantic Premiers](#) includes [Newsroom](#) with press releases
- [Conference of New England Governors and Eastern Canadian Premiers \(NEG/ECP\)](#) Newsroom
- [Council of Ministers of Education, Canada](#)
- [Council of the Federation](#) (organization created by the Premiers in 2003) includes News releases
- [Institute of Intergovernmental Relations](#) (Queen's University School of Policy Studies) a university-based centre for research on all aspects of federalism and intergovernmental relations, both in Canada and in countries around the world.

² Resources compiled in part from: <http://www.library.carleton.ca/find/government-information/canadian-government-provinces-and-territories/intergovernmental-relations>

- [New West Partnership](#) Alberta, British Columbia and Saskatchewan launched the New West Partnership April 30, 2010
- [Pacific NorthWest Economic Region \(PNWER\)](#) is a public-private partnership chartered by the states of Alaska, Idaho, Montana, Oregon, and Washington; the western Canadian provinces of Alberta, British Columbia, and Saskatchewan and the territories of Yukon and Northwest Territories
- Western Premiers' Conference (this Conference is held annually but has no central website; search for each year individually on the Canadian Intergovernmental Conferences Secretariat website)

MUNICIPALITIES/LOCAL GOVERNMENT

- [Federation of Canadian Municipalities](#)
- [Alberta Urban Municipalities Association](#)
- [Union of British Columbia Municipalities](#)
- [Association of Manitoba Municipalities](#)
- [Union of Municipalities of New Brunswick](#)
- [Cities of New Brunswick Association](#)
- [Municipalities Newfoundland and Labrador](#)
- [Union of Nova Scotia Municipalities](#)
- [Northwest Territories Association of Communities](#)
- [Nunavut Association of Municipalities](#)
- [Association of Municipalities of Ontario](#)
- [Federation of Prince Edward Island Municipalities](#)
- [Fédération Québécoise des Municipalités](#)
- [Saskatchewan Urban Municipalities Association](#)
- [Association of Yukon Communities](#)

FIRST NATIONS, INUIT AND METIS

- [Centre for First Nations Governance](#)
- [Assembly of First Nations \(AFN\)](#)
- [Congress of Aboriginal People \(CAP\)](#)
- [Métis National Council \(MNC\)](#)
- [Inuit Tapiriit Kanatami \(ITK\)](#)
- [Native Women's Association of Canada \(NWAC\)](#)

HISTORY OF FEDERAL-PROVINCIAL-TERRITORIAL RELATIONS

- Royal Commission on Dominion Provincial Relations, 1937-1940 ([Rowell-Sirois Commission](#)). See the [Report](#) and background research Studies on all areas of federal-provincial economic relations.
- [Federal-Provincial Relations](#), by Jack Stilborn and Robert B. Asselin. (Library of Parliament, 2001)
- [History of federal-provincial relations](#) (via Privy Council Office)

APPENDIX III: CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor

- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, **please see** <http://plagiarism.dal.ca/Student%20Resources/>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution

of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at: <http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the [Assistant Academic Integrity Officer](#).

CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own

- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

PREVIOUS TERM (subject to revision)