



**Carleton University, Department of Geography  
& Environmental Studies**

Winter 2017

**GEOG 4022A: Seminar in People, Resources and Environmental Change**

*2016-17 Theme: Exploring environmental governance, sustainability, and well-being in the Canadian Arctic*

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**Catalogue Description (from Academic Calendar)**

A selected topic or field of inquiry concerning natural resource use and environmental change.

**Course Overview (Instructor's additional description)**

This small group seminar will discuss and analyze notions of environmental governance and sustainability, using the Canadian Arctic as a case study. The complex interconnections of governance policies and structures, social and economic development, and northerners' health and well-being make this region a particularly intriguing and dynamic focus. Added pressures of environmental change (due to climate change, and impacts of economic development) are also increasingly challenging northerners, and governments at all levels, to develop innovative adaptive strategies to ensure sustainable livelihoods and lifestyles, and to engage in current political, economic, and social debates. Through independent research, a group project, and participation in seminar discussions, students will learn about the northern dimensions of Indigenous and public governance, social and economic development, environmental changes, and health and well-being, and how these relate to broader issues of sustainability. This learning will be tailored to address three priority research areas identified by Inuit Tapiriit Kanatami (ITK - the national Inuit organization), and thus students will work together in a consulting role to address these key northern challenges.

**Prerequisites**

GEOG 3022 or ENST 3022 and fourth-year Honours standing in Geography or Environmental Studies or permission of the Department.

**Instructor**

**Dr. Gita J. Ljubicic**

Office: A301B Loeb Building

Office Hours: Thursdays, 10am - noon, or by appointment

Email: [gita\\_ljubicic@carleton.ca](mailto:gita_ljubicic@carleton.ca)

Phone: (613) 520-2600 x2566

Website: <http://www.straightupnorth.ca>

**Communications**

Wherever possible course content, supplementary materials, presentation outlines, readings, and any additional information will be posted and communicated using **cuLearn** (<https://www.carleton.ca/culearn/>). You are also strongly encouraged to use the online discussion tools to ask questions and receive feedback from the Instructor. However, in corresponding with the Instructor via email, please be sure to include the course number in the subject line (i.e. GEOG4022 - subject of email). **Please note that emails received after 5pm weekdays or on weekends will receive a reply the following weekday.**

**Lectures/Seminar Discussions****3 hours weekly***Time: Wednesdays, 8:30 - 11:30am**Room: Loeb Building A211***Learning Objectives**

The main goal of this course is to introduce various interrelated aspects of environmental governance and sustainability in the historical, social, cultural, economic, and political context of the Canadian Arctic. In particular, emphasis will be placed on the four Inuit regions of Canada, including: Inuvialuit (northern Northwest Territories), Nunavut, Nunavik (northern Québec), and Nunatsiavut (northern Labrador). Key themes covered in this course include:

1. Indigenous and public governance
2. Social and economic development
3. Environmental changes
4. Health and well-being
5. Implications of the above four for ITK priority research areas, including:
  - a) implementing wildlife co-management
  - b) Inuit knowledge of climate change and contributions to research
  - c) implications of arctic contaminants on health and food security

**Method of Instruction**

- Lectures
- Student presentations
- Seminar discussions
- Audio/visual presentations
- Engagement with course materials, assignments, and class discussions
- Consultations with ITK staff

**Readings**

There is no specific textbook for this course. A number of readings will be made available from selected book chapters and journal articles. These will be made available electronically through the E-reserves (Ares) system and on reserve at the MacOdrum Library. Weekly required readings will be listed on cuLearn, and will be updated weekly depending on student paper selections for their presentations. **Please check cuLearn regularly for reading updates.**

**Evaluation**

	<b>Group Report (35%)</b> <i>group mark</i>
DUE January 25	Priority Area/Question selection
DUE March 1	Group Report proposal (5%)
DUE April 5	Group Report (20%)
DUE April 5	Group presentation (10%)
	<b>Research Paper (35%)</b> <i>individual mark</i>
DUE February 15	Research Paper proposal (5%)
DUE March 22	Research Paper (30%)
	<b>Seminar Presentation (10%)</b> <i>individual mark</i>
DUE February 8	Seminar presentation date selection
refer to schedule on cuLearn	Seminar presentation (10%)
	<b>Seminar Participation (20%)</b> <i>individual mark</i>
ongoing evaluation	Instructor/Group evaluation (20%) (midterm evaluation provided March 1)

**Group Report** - Through a partnership with Inuit Tapiriit Kanatami (ITK, the national Inuit organization), three priority research areas have been defined, which will be presented to the class to address through their group projects. These key areas include: i) implementing wildlife co-management; ii) Inuit knowledge contributions to arctic research; and, iii) implications of arctic contaminants on health and food security. Students will form groups based on your interest in addressing one of these three priority areas. As a group you will be acting as though you are a consulting agency hired by ITK to provide relevant research and recommendations to help support their decision-making. As part of this process, representatives from ITK will present important background context on the three key areas in class on January 18, and you will also have an opportunity to visit ITK on March 1 to seek guidance and more details on what they need in regards to the issue you are working on. As a group, you will decide on the break-down of research responsibilities, and will develop individual research papers accordingly (see below). Your independent research will thus contribute to creating the group report proposal, final report to ITK, and a presentation given to ITK representatives at the end of term to share your findings and recommendations. The Instructor will be doing the evaluations of each of these course elements, but ITK representatives will also provide feedback on the presentations and final reports which will be taken into account for the final grades.

**Research Paper** - Guided by your selection of one of the three priority research areas defined by ITK (see above), students are asked to develop a concise research essay that deals with the issue in greater depth. This research paper is an individual effort that should be developed in such a way as to contribute effectively to the group report (see above). Students are expected to focus on one particular analytical angle to the issue, by using one of the four course themes (i.e. 1) Indigenous and public governance; 2) Social and economic development; 3) Environmental changes; 4) Health and well-being) to tailor their research contributions. Course themes and discussions should inform your paper, along with independent research using peer-reviewed publications, government reports, Indigenous organization reports, economic or business reports, etc. You will be evaluated on the planning and content of an initial proposal, as well as on the final product.

**Seminar Presentation** - Each student is expected to help lead one of the course seminars related to the ITK priority area and course theme they selected. Students will select one journal article that they feel effectively represents the issue they are researching as part of their group contribution, or that provides an innovative or controversial take on a relevant debate. This article will then be used as the basis of their class presentation, and they will also be responsible for leading a class discussion on the paper and related issues. Depending on final course enrolment, there will be 3 - 4 students doing a seminar presentation in each of the weeks identified in the Course Schedule.

**Seminar Participation** - This course relies heavily on student participation and engagement with the course material. Student contributions to class activities and discussions are important to support deeper exploration of issues presented in lectures, student presentations, and through questions that arise. Class attendance will be recorded, but regular attendance alone will not result in full marks. Coming prepared for class (i.e. having done the required readings), participating in discussions, providing constructive feedback, asking questions, and contributing effectively to your group project are all important aspects of learning, and help to facilitate other students' learning. Therefore, all these elements of participation will be taken into account when evaluating student participation (by the instructor, as well as group self and peer evaluation).

As outlined in the Faculty Grading Guidelines please note that: "Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

Lateness Policy: Just as there is no lateness policy for most job-related deadlines, there will be a **no tolerance lateness policy** for this course.

- ◎ All assignments are due at the **start of class**, on the date indicated in the **Evaluation** section.
- ◎ **Late or missed assignments will not be accepted**, unless you have documented extenuating circumstances or you have previously requested academic accommodations (see relevant sections below).

**NOTE:** All assignments must be handed in directly to the Instructor (**email or drop box submissions will NOT be accepted unless pre-arranged with the Instructor**). Students assume all risk for lost or missing materials, so be sure to **keep a back-up electronic copy** of all assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions for writing assignments must be made **IN PERSON** (i.e. during office hours or by scheduled appointment) to the Instructor at least **5 business days prior to the deadline**. In case of missed deadlines **due to unforeseen circumstance, an official medical note** (or other applicable formal documentation) must be provided **IN PERSON** (or by other agreed upon means) **within 5 days** of the missed deadline in order to negotiate new deadlines. Missed presentations must be accompanied by the same documentation, using the same protocol outlined above, and only then will the re-scheduling of presentations be considered. *With the proper documentation these accommodations will be considered, but will not be guaranteed. If no documentation is provided, the resulting grade of a missed assignment or test will be zero.*

Academic Dishonesty: Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism (**see p. 7 for details**). Students should be familiar with the University's **Academic Integrity Policy** (<http://www2.carleton.ca/studentaffairs/academic-integrity/>), and do not hesitate to speak with your Teaching Assistant or Instructor if you have any questions - BEFORE handing in the assignment in question.

Requests for Academic Accommodations: You may need special arrangements to meet your academic obligations during the term because of **disability, pregnancy or religious obligations (see p. 7 for details)**. Please review the course outline promptly and write to the Instructor with any requests for academic accommodation **during the first two weeks of class**, or as soon as possible after the need for accommodation is known to exist. Visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Help with assignments and course requirements: There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. The Instructor is here to facilitate your learning, so take advantage of your opportunities for interaction and ask for help when needed. You are especially encouraged to attend designated office hours if you need particular assistance. There are also a number of support services and resources on campus at your disposal, including: **The Student Academic Success Centre** ([www.carleton.ca/sasc](http://www.carleton.ca/sasc) to help you in achieving academic success in various aspects of your university program); **The Writing Tutorial Service** ([www.carleton.ca/wts](http://www.carleton.ca/wts) to help you improve your writing skills); and, **The MacOdrum Library** ([www.library.carleton.ca](http://www.library.carleton.ca) which offers library, research, learning, and IT support).

*In ALL cases, it is important to negotiate special arrangements well in advance of test or assignment deadlines.*

**Scheduled Lectures, Readings, and Assignments (Winter 2017)\***

Week	Date	Seminar Topic	Assignments
1	Jan 11	Course overview and expectations Introduction to Inuit regions and northern issues Defining & discussing terminology	• Research Paper and Group Report assigned
2	Jan 18	Connecting people, resources, and environmental change in Canadian Inuit regions <i>Presentation by ITK representatives regarding priority research areas</i>	
3	Jan 25	Overview of ITK Priority 1: wildlife co-management	• Seminar Presentation assigned • <b>Group priority research area selection</b>
4	Feb 1	Independent work session <i>No formal class</i>	
5	Feb 8	Overview of ITK Priority 2: Inuit knowledge of climate change	• <b>Seminar Presentation date/ topic selection</b>
6	Feb 15	Overview of ITK Priority 3: Implications of arctic contaminants Seminar Presentation Demonstration	• <b>Research Paper Proposal DUE</b>
7	Feb 22	NO CLASS - READING WEEK	
8	Mar 1	<i>Visit to ITK for project meetings - 75 Albert St., Suite 1100</i>	• <b>Group Report Proposal DUE</b> • Mid-term participation evaluation provided
9	Mar 8	<i>Student Presentations</i> Group work/help session	
10	Mar 15	<i>Student Presentations</i> Group work/help session	
11	Mar 22	<i>Student Presentations</i> Group work/help session	• <b>Research Paper DUE</b>
12	Mar 29	<i>Student Presentations</i> Group work/help session	
13	Apr 5	<i>Group Presentations to ITK representatives - 75 Albert St., Suite 1101</i>	• <b>Group Presentations</b> • <b>Group Report DUE</b>

\*All required and supplementary readings will be posted weekly on cuLearn and will be available electronically through Ares or through MacOdrum Library. **Please check cuLearn regularly for reading updates.**

*The Instructor reserves the right to modify the topics and schedule during the term.*

**Plagiarism**

The University Senate defines *plagiarism* as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;  
failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

**Plagiarism is a serious offense which cannot be resolved directly with the course’s Instructor.** The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an Instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

**Academic Accommodations for Pregnancy**

Contact the Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/accommodation>.

**Academic Accommodations for Religious Obligations**

Contact the Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/accommodation>.

**Academic Accommodations for Students with Disabilities**

The **Paul Menton Centre for Students with Disabilities (PMC)** provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the Instructor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with the Instructor to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for a formally-scheduled exam (if applicable) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>.

Visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.