

GEOG 3501: Northern Lands

Winter 2021

Wednesdays 11:35am to 2:25pm

Remote

Instructor: Samantha Darling

Location: Online

Time & Date: Tuesdays 08:30-11:25

Office Hours: By appointment

Email: samdarling@cunet.carleton.ca - Please include the course code (“GEOG3501”) in the subject.

****Please note I do not respond to emails on evenings and weekends****

This course is an online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline and confirmed through the course website. The asynchronous activities are intended to provide flexibility to students and accommodate those in various timezones, while the synchronous activities provide space for interaction. Students are expected to remain up to date with the deadlines and due dates provided by the instructor and updated on CULearn. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

Overview

The Canadian North is heavily storied and imagined from outside the region, despite the fact that very few policymakers, scholars, corporations, journalists, artists, and other knowledge producers have any direct experience with the region. For outsiders, the North is known primarily as a site of national identity, as an “untapped” source of resource wealth, as a future shipping corridor, as a strategic geopolitical region, as a symbol of climate change, as a land of “unspoiled” nature, and as the home of Indigenous peoples who are alternately idealized for their “tradition” or their social suffering. And yet it is also known and matters in ways that challenge and disrupt these understandings, and in ways that tend not to figure in dominant discourses about the region.

This class will provide an overview of the northern regions in Canada by tracing the themes of historical context, physical environment, cultures, resource management, and others across the different regions of northern Canada, and critically interrogate the dominant discourse surrounding northern lands and peoples. Our goal will be to understand how and why particular ideas about northern lands and peoples were and are produced, whose interests they advance, and how these ideas are being challenged and rewritten. To do so, we will engage in a process of “learning to learn” how to engage with northern Indigenous knowledge systems, with particular emphasis on the works of northern Indigenous intellectuals, artists, political leaders, and harvesters. We will examine some of the main struggles playing out in the contemporary Arctic and Subarctic, including struggles over land, title, and jurisdiction, wildlife, co-management, resource extraction, health, and climate change.

Emphasis will be placed on reflective writing engaging assigned readings and films. Synchronous class discussions, while focused on the assigned films, should draw equally on assigned readings. All materials should be integrated into exams and assignments.

Course Outcomes:

By the end of this course, students will be able to:

- Demonstrate an understanding of critical geographic approaches and their relevance to understanding northern Canada;
- Identify key geographical features in the northern Canada;
- Describe and think critically about northern histories, societies, lands, and contemporary issues;
- Engage respectfully with Indigenous systems of knowledge and practice,
- Express an understanding of their importance for understanding the Canadian North; and
- Deconstruct oral, written, and visual representations of the North.

Course Readings:

Each week there will be a selection of required and optional readings, as well as three documentaries. All readings will be available online through CuLearn and Ares or through the National Film Board.

Semester Schedule

We will discuss the desire for synchronous sessions in the first class.

*May be subject to change according to guest speaker availability and current events.

****PLEASE CHECK CULEARN REGULARLY FOR UPDATES****

Week	Theme	Content	Assignment due
1	Introduction	What is North? CILB module - Decolonization is for Everyone: Identity Formation in the Canadian Context	
2	Introduction	*Guest Speaker Film – The Inquiry (1977)	Who are we?
3	Central	Synchronous film discussion	
4	Central	*Guest speaker	Reflection 1
5	Central	Film – Being Caribou	Film Response (The Inquiry)
6	Reading week	** NO CLASS**	
7	West	Synchronous film discussion	
8	West	*Guest speaker	Reflection 2
9	West		Film Response (Being Caribou)
10	East	CILB module – The Inuit Story Film – Angry Inuk	
11	East	Synchronous film discussion	Reflection 3
12	East	*Guest speaker	Reflection 4
13	Provincial North	*Guest speaker	Film Response (Angry Inuk)
14	Review Final thoughts		Reflection 5

Evaluations

Evaluation	Value (%)
Film Responses	35
Who are we?	5
Reflections	15
Discussions	10
Take Home Final Exam	35
Total	100

Formatting:

All written work should be submitted using a common format (preferably MSWord or Google Docs), using normal (2.54) margins, 12-point font, Times New Roman or equivalent, and appropriate page numbers.

*Student **MUST** include their full name and student ID as a header or footer

Who are we? (5%)

An important part of human geography (and life!) is situating ourselves in relation to current contexts and developing techniques to articulate our positions with respect for and understanding of other perspectives. Here, students are asked to write 250 – 300 words situating themselves in their personal histories and worldviews to acknowledge where they are starting from in the course.

Include:

- Your background, education, family origins, research interests, future directions
- What do you know about northern Canada? What experience do you have with the region or the people? What would you like to know?

Film Responses (35%)

There will be 3 film responses (worth 5% each) 800-1000 words

- Identify the main actors and context (who, what, where, when) at the time of filming
- Engaging with the readings from class, discuss the main themes of the film. How are people and groups engaging in these conversations in the contemporary setting? How has the situation changed since the making of this film?
- Self-reflection – What's your opinion on this topic? How would you respond?
- Engage (and cite properly) readings to date, news articles, radio/tv interviews, etc.

Reflections (5 x 3% = 15%)

Throughout the course, students are required to post notes responding to the assigned readings and guest speakers. These responses will consist of:

- ~150 word personal reflection, based on that week's readings
- Two well-worded and well-thought-out exam-type questions, based on that week's readings

Example:

Peace and van Hoven (2010) discuss the different types of software available for use in CAQDAS and the potential for new ways of looking at data. How do we, as geographers, continue to encourage the critical thinking aspects that are a necessary foundation to computer aided analysis? Basically, how do we make sure the field is not full of technicians, a trend that could be seen in the GIS world? (Sam)

- Like most places in Canada, knowing the current and forecasted weather in northern Canada is interesting, but also critical to many aspects of northern life. To help familiarize ourselves with northern communities and their climates, students will include in their reflections the current

weather conditions in six (6) northern communities (two per region – you can include the provincial North). From this, we will discuss some particular challenges that can arise.

Include:

- The name of the community
- Temperature
- Precipitation
- Wind chill

Example:

Community: Whitehorse
Temperature: -18°
Precipitation: Light snow
Wind chill: -26°

Reflections are due by **10pm on the Sunday** before scheduled class time (two days before class) and evaluated on a pass/fail basis. Notes are to be submitted on the following dates: **January 30 (Week 3), February 27 (Week 8), March 20 (Week 11), March 27 (Week 12) and April 10 (Week 14).**

Discussion (10%)

Three synchronous online discussions will be held the week after the films have been assigned: January 26, February 23, and March 23. These synchronous discussions will be a combination of large and small group discussion where the themes of the films and the associated northern context will be addressed. Students are expected to do thorough and critical viewings and/or readings of the assigned materials, contribute effectively and respectfully to online discussions, as well as respond to peers' comments effectively and respectfully.

Take-Home Final Exam (35%)

Due 12 noon, 27 April 2021, submitted through CuLearn

The final exam will be a take-home exam based on the readings, documentaries, guest speakers, and all content from the course. The exam will be distributed in class on April 13, 2021 and content relevant to the final exam will be presented in class that day. Additional details will be provided in class.

Course Policies

Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.

Carleton defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one’s own. Plagiarism includes 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.” Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism. Students should be familiar with the University’s Academic Integrity Policy (<https://carleton.ca/senate/wpcontent/uploads/Academic-Integrity-Policy1.pdf>), and should not hesitate to speak with the Instructor if they have any questions. It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your course work conforms to the principles of academic integrity.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). When possible, requests for deadline extensions must be made to the Instructor at least 5 business days prior to the deadline.

Academic Accommodations: Carleton University has suspended the need for a doctor’s note or medical certificate until further notice when requesting academic accommodation related to COVID-19. Students should complete the self-declaration form available on the Registrar’s Office website to request academic

accommodation for missed course work including exams and assignments. Here is the link to the form: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

For more information about deferrals for final exams/take-home exams please see these websites: <https://carleton.ca/registrar/deferral/> and <https://stuapps.carleton.ca/sarms/registrar/deferral>. Please note that students may also submit a COVID-19 self-declaration form instead of a medical note for these deferrals.

Pregnancy obligation: write to me 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 use this form: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>.

Religious obligation: write to me 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 see <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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 for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

Course Readings: Course readings are available through the MacOdrum Library.

Additional Resources: 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. In addition to support I can offer you as the course instructor, there are a number of support services and resources available on campus, including: The Centre for Student Academic Support (<https://carleton.ca/csas/>) to help you in achieving academic success in various aspects of your university program; Carleton Writing Services (<https://carleton.ca/csas/writing-services/>) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support.

Free counselling is available to students through Health and Counselling Services (<https://carleton.ca/health/counselling-services/>).