

# **GEOG 3501: Geographies of the Canadian North**

## **Fall 2022**

**DRAFT Aug 2022, final syllabus will be provided in class**

<b>Instructor:</b>	Dr. Emilie Cameron	<b>Course Location:</b>
	Office: Loeb A301E	Loeb A410
	Office Hours: by appointment	Fridays, 11:35AM - 2:25PM
	Email: <a href="mailto:Emilie.cameron@carleton.ca">Emilie.cameron@carleton.ca</a>	
	Phone: (613) 520-2600 x 6291	

### **Overview:**

The Canadian North is heavily storied and imagined from outside the region, despite the fact that very few policy-makers, 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 exceed these understandings, and in ways that tend not to figure in dominant discourses about the region.

In this class, we will critically interrogate some of the dominant ways of knowing 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.

We will begin by examining a range of knowledge traditions through which outsiders have made sense of the Arctic and Subarctic, including exploration, art and culture, anthropology, and science. We'll consider how these systems of knowledge informed (and continue to inform) colonial, capitalist, and nation-building processes in northern Canada, and consider Inuit, Dene, and other northern Indigenous peoples' responses to these processes and ideas, as well as Indigenous knowledges and practices that do not primarily refer to outsiders. 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 then examine some of the main struggles playing out in the contemporary Arctic and Subarctic, including struggles over land, title and jurisdiction, wildlife and wildlife management, resource extraction, health and healing, and climate change.

Emphasis will be placed on class discussion and on the assigned readings, which will be discussed each week and integrated into exams and assignments.

### **Course Outcomes:**

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

- Explain critical geographic approaches and their relevance to understanding the Canadian North;
- Identify key geographical features in the region;
- Describe and critically analyze northern histories, societies, lands, and contemporary issues;
- Demonstrate a capacity to engage sensitively and respectfully with Indigenous systems of knowledge and practice, and appreciate their importance for understanding the Canadian North;
- Deconstruct oral, written, and visual representations of the North.

**Course Readings:**

- Are available online in the ARES system

<b>Course Schedule and Readings</b>
-------------------------------------

**September 9: Introduction**

- No assigned readings

**September 16: Using critical theory to understand the North**

## Required readings:

- Said, E. 1978. "Introduction", in *Orientalism*, New York: Vintage, pp 1-9.
- Extracts from R. J. Johnston, D. Gregory, G. Pratt, and M. Watts (eds.), 2000, *Dictionary of Human Geography* 4<sup>th</sup> Edition, Oxford: Blackwell ("Discourse" by Derek Gregory, pp. 180-181; "Representation" by Jim Duncan, pp 703-705; "Power" by R.J. Johnston, 629-631)

**September 23: Learning to Learn: Indigenous Knowledge Systems**

**\*\* In-class reflection exercise \*\***

## Required readings:

- McGrath, J.T. 2018. Selections from *The Qaggiq Model*
- Fraser, C. 2015. Long ago will be in the future: interruptus, residential schools research, and Gwich'in continuities, *Northern Public Affairs*

## Optional readings:

- Tagalik, S. 2010. Inuit Qaujimagatugangit: the role of Indigenous knowledge in supporting wellness in Inuit communities in Nunavut. Prince George, BC: National Collaborating Centre For Aboriginal Health. <https://www.cnsa-nccah.ca/docs/health/FS-InuitQaujimagatugangitWellnessNunavut-Tagalik-EN.pdf>
- Kuokkanen, R. 2008. *Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of the Gift*. Vancouver: UBC Press.

**September 30: Science**

**\*\* Guest Lecture \*\***

## Required Readings:

- Bone, R. 2009. The Physical Base, Chapter 2, *The Canadian North: Issues and Challenges*. Don Mills, ON: Oxford University Press Canada, pp 22-57.
- Fienup-Riordan, A. 1999. *Yaqulget Qaillun Pilartat* (What the Birds Do): Yup'ik Eskimo Understanding of Geese and Those Who Study Them, *Arctic* 52 (1):1-22.

## Optional Readings:

- Powell, R. 2007. "The rigours of an arctic experiment": the precarious authority of field practices in the Canadian High Arctic, 1958-1970. *Environment and Planning A*, 39, 1794-1811
- Nadasdy, P. 1999. The Politics of Tek: Power and the "Integration" of Knowledge. *Arctic Anthropology*, 36, 1-18
- Sandlos, J. 2001. From the Outside Looking in: Aesthetics, Politics, and Wildlife Conservation in the Canadian North. *Environmental History*, 6, 6-31.
- Todd, Z. 2014. Fish pluralities: Human-animal relations and sites of engagement in Paulatuuq, Arctic Canada, *Etudes/Inuit/Studies* 38(1-2): 217-238.

## October 7: Anthropology and Tradition

**\*\*MAP QUIZ\*\***

### Required Readings:

- Wachowich, N. 2006. Cultural Survival and the Trade in Iglulingmiut Traditions. In *Critical Inuit Studies: An Anthology of Contemporary Arctic Ethnography*, eds. P. Stern & L. Stevenson, Lincoln, NB: University of Nebraska Press, pp 119-138.
- Todd, Z. 2016. From fish lives to fish law: learning to see Indigenous legal orders in Canada, *Somatosphere*, 1 Feb 2016, <http://somatosphere.net/2016/02/from-fish-lives-to-fish-law-learning-to-see-indigenous-legal-orders-in-canada.html>

### Optional Readings:

- Kulchyski, P. 1993. Anthropology in the Service of the State: Diamond Jenness and Canadian Indian Policy. *Journal of Canadian Studies*, 28, 21-50.
- Cruikshank, J. & A. Sidney. 1998. 'Pete's Song': Establishing Meanings through Story and Song. In *Social Life of Stories*, 25-44. Lincoln: University of Nebraska Press
- ITK. 2018. *National Inuit Strategy on Research*. Ottawa: Inuit Tapiriit Kanatami [https://www.itk.ca/wp-content/uploads/2018/04/ITK\\_NISR-Report\\_English\\_low\\_res.pdf](https://www.itk.ca/wp-content/uploads/2018/04/ITK_NISR-Report_English_low_res.pdf)
- Flaherty, M. 1995. Freedom of Expression or Freedom of Exploitation? *The Northern Review*, 14 (Summer 1995): 178-185.

## October 14: Sovereignty

**\*\*In-class writing exercise #1\*\***

### Required readings:

- Zoe, J. B. 2009. Gonaewo - Our Way of Life. In *Northern Exposure: Peoples, Powers, and Prospects in Canada's North*, eds. F. Abele, T. J. Courchene, F. L. Seidle & F. St-Hilaire, Montreal: Institute for Research on Public Policy, 267-278.
- Byers, M. 2009. Why Sovereignty Matters. In M. Byers, *Who Owns the Arctic? Understanding Sovereignty Disputes in the North*. Berkeley, CA: D&M Publishers, pp 5-21
- Nicol, Heather N. 2010. Reframing sovereignty: Indigenous peoples and Arctic states. *Political Geography* 29: 78-80.

### Optional Readings:

- Nicol, Heather N. 2010. Reframing sovereignty: Indigenous peoples and Arctic states. *Political Geography* 29: 78-80.

Farish, M. 2006. Frontier engineering: from the globe to the body in the Cold War Arctic. *The Canadian Geographer/Le Géographe canadien*, 50, 177-196.

## October 21: READING WEEK - NO CLASS

## October 28: **\*\* ONLINE Midterm Exam (25%) \*\***

## November 4: Land claims and treaties

### Required Readings:

- Ipellie, A. 1988. Damn Those Invaders. In Petrone, P., *Northern Voices: Inuit Writing in English*. Toronto: University of Toronto Press pp248-252.
- Kulchyski, P. & W. Bernauer. 2014. Modern Treaties, Extraction, and Imperialism in Canada's Indigenous North: Two Case Studies, *Studies in Political Economy*, 93:1, 3-24

- Inutiq, S. 2022. Hungry Days in Nunavut: The Façade of Inuit Self-Determination. Yellohead Institute Brief, 22 May 2022. <https://yellowheadinstitute.org/2022/05/17/hungry-days-in-nunavut-the-facade-of-inuit-self-determination/>

Optional Readings:

- Price, J. 2007. *Tukisivallialiqtakka : the things I have now begun to understand: Inuit governance, Nunavut and the kitchen consultation model*. Master's thesis, University of Victoria.
- Bone, R. 2009. "Aboriginal Economy and Society", Chapter 8, *The Canadian North: Issues and Challenges*. Don Mills, ON: Oxford University Press Canada, pp 233-267

**November 11: Climate Change**

Required Readings:

- Johnson, L. 2010. The fearful symmetry of Arctic climate change: accumulation by degradation, *Environment and Planning D: Society and Space*, 28: 828-847.
- Watt-Cloutier, S. 2015. "Citizens of the World," Ch 9 in *The Right To Be Cold: One Woman's Story of Protecting her Culture, the Arctic, and the Whole Planet*, Toronto: Allen Lane, pp 286-315

Optional Readings:

- Snow, Water, Ice and Permafrost in the Arctic (SWIPA) 2011 - Executive Summary, Available online, <http://www.amap.no/swipa/>
- Cruikshank, J. 2001. Glaciers and climate change: perspectives from oral tradition. *Arctic*, 54, 377-393.
- Cameron, E. 2012. Securing Indigenous politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic, *Global Environmental Change*, 22 (1): 103-114

**November 18: Health and Healing**

**\*\*In-class writing exercise #2\*\***

Required Readings:

- Christensen, J. with P. Andrew. 2016. 'They don't let us look after each other like we used to': reframing Indigenous homeless geographies as home/journeying in the Northwest Territories, Canada. In Christensen, J. and E. Peters (eds): *International Perspectives on Indigenous Home and Homelessness*, Winnipeg: University of Manitoba Press, pp 24-48.
- Crawford, A. and J. Hicks. 2018. Early childhood adversity as a key mechanism by which colonialism is mediated into suicidal behaviour. *Northern Public Affairs* March 2018: 18-22.
- Simpson, L. 2018. Coming into wisdom: community, family, land, & love, *Northern Public Affairs*, July 2018

Optional Readings:

- Knotsch, C. & D. Kinnon. 2011. If Not Now... When? Addressing the Ongoing Inuit Housing Crisis in Canada (Key Findings). Ottawa: Inuit Tuttarvingat, National Aboriginal Health Organization (<http://www.naho.ca/inuit/resources/>)
- Watt-Cloutier, S. "Conclusion: Bridging Old and New, North and South," Ch 10 in *The Right To Be Cold: One Woman's Story of Protecting her Culture, the Arctic, and the Whole Planet*, Toronto: Allen Lane, pp 316-326

**November 25: Resource Extraction**

Required Readings:

- Nuttall, Mark. 2008. Aboriginal Participation, Consultation, And Canada's Mackenzie Gas Project. *Energy & Environment*, 19 (5): 617-634.

- Kuokkanen, R. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis, *Canadian Journal of Political Science* 44 (2): 275-297

Optional Readings:

- Inuit Circumpolar Council. 2011. *Circumpolar Inuit Declaration on Resource Development Principles in Inuit Nunaat*. ([www.iccalaska.org/servlet/download?id=80](http://www.iccalaska.org/servlet/download?id=80))
- Gulig, A. 2002. "Determined to burn off the entire country" Prospectors, Caribou, and the Denesuliné in Northern Saskatchewan, 1900 –1940, *American Indian Quarterly* 26 (3): 335-359.
- Keeling, A. and Sandlos, J. 2009. Environmental Justice Goes Underground? Historical Notes from Canada's Northern Mining Frontier. *Environmental Justice* 2(3): 117-125.
- Cameron, E. and T. Levitan. 2014. Impact and Benefit Agreements and the Neoliberalization of Indigenous-State Relations and Resource Governance in Northern Canada, *Studies in Political Economy*, 93: 29-56.
- Kennedy Dalseg, S. et al. 2018. Gendered Environmental Assessments in the Canadian North: Marginalizaon of Indigenous Women and Traditional Economies, *Northern Review*, 47: 135-166.

**December 2: Field trip – TBD**

**December 9: Online review session (meeting on Zoom)**

**\*\* Take-Home Exam Distributed \*\***

Evaluation
------------

**In-Class Writing Exercises and Map Quiz (15%)**

- There will be 1 in-class map quiz (worth 5%, **September 30**), and 2 in-class writing exercises (worth 10% total; **October 14** and **November 11**).
- **\*\*There are no make-up writing exercises or quizzes for students who miss class on those days\*\***. However, only 1 in-class writing exercise will count toward your grade. Students who miss one of the in-class writing exercises can still get marks for the second one. Students who write both in-class writing exercises can choose their highest grade. If you are happy with your first in-class writing exercise grade you can skip the second one.

**Midterm Exam (25%) – Online, October 28**

- The midterm will emphasize course readings, lecture materials, and discussion up to and including October 14.
- The midterm will be completed online, additional details will be provided in class.

**Participation (25%)**

- Participation is a crucial component of this class.
- In-class participation (15%) includes attendance, doing thorough and critical readings of the assigned materials, contributing effectively to class discussions, and responding to your peers effectively. One or two absences per term will not affect your participation grade. After that, marks will be deducted for absences.
- Weekly reading notes (10%). Each week, students are required to post 200-300 word notes responding to the assigned readings, using the article worksheet as a guide. Notes are due by 10pm on Thursdays (before class) and evaluated on a pass/fail basis (worth 2% each). Notes may be submitted for readings on the following seven dates: **Sept 16, Sept 23, Sept 30, Oct 7, Nov 4, Nov**

**11, Nov 25.** Students who submit more than five reading notes can drop their lowest mark(s). If you submit and pass 5 you will receive full marks.

**Take-Home Final Exam (35%) – Due 9:00am, December 22, 2022**

The final exam will be a take-home exam. The exam will be distributed on December 9 and content relevant to the final exam will be presented in class that day. Additional details will be provided in class.

<h2>Course Policies</h2>
--------------------------

**Statement on COVID:** It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette. If you feel ill or exhibit COVID-19 symptoms **do not come to class or campus**. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#). All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

**Masks:** Masks are not currently mandatory in university buildings and facilities. However, the university continues to recommend masking when indoors, particularly if physical distancing cannot be maintained.

**\*\* Physical distancing cannot be maintained in our classroom (Loeb A410) and there are members of our class with high medical risk factors/immune issues. As such, all in-class participants will be asked to wear a mask at all times \*\*** If you are not comfortable wearing a mask, please attend via Zoom.

**Online attendance:** In the event you cannot attend class in-person for COVID reasons, you can attend via the Zoom link provided in Brightspace. In-class attendance and participation is expected for students who are not sick or symptomatic.

**Laptops and Cellphones:** Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. I understand that some students prefer to type notes rather than write notes using a pen and paper. Responsible use of laptops is permitted, although students are encouraged to put laptops away during class discussions and to take notes using pen and paper. Students using their laptops to check email, Facebook, or other non-course related activities will be asked to leave their laptops at home. Cell phones are not permitted in class. If you are expecting an urgent call, please ensure the ringer is off and please step outside. If you require use of a laptop for other reasons, please discuss this with the instructor.

**Academic Integrity:** Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://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. Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism. The University Academic Integrity Policy (<http://www2.carleton.ca/studentaffairs/academic-integrity/>) defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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. Plagiarism is a serious offence that cannot be resolved directly by 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. ***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.***

**Statement on Student Mental Health:** As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Lateness and Missed Class Policy:** Attendance is crucial in this class. Students who miss class will not be permitted to write make-up quizzes or writing exercises (if you miss class for COVID reasons, you can attend via Zoom). See below for policy re: extenuating circumstances. Late final exams will be deducted 10% per day, including weekends and holidays. The final exam must be submitted online, via Brightspace, by **9am December 22, 2022**. Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of your assignments.

**Extenuating Circumstances:** Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions should be made to the instructor in advance of the deadline, where possible. In case of missed deadlines due to unforeseen circumstance, a medical note (or other applicable form of documentation) should be provided within 5 days of the missed deadline in order to negotiate new deadlines (note: self-declaration forms are permitted for COVID-related absences). Please do not hesitate to contact me if you require accommodation for any other reasons.

**Academic Accessibility and Accommodations:** This course is intended for all Carleton students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that can affect one’s equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are encouraged to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Paul Menton Centre (613-520-6608, <http://www2.carleton.ca/pmc/accommodations/>) to obtain letters of accommodation and to develop an accommodation plan. For religious observances or pregnancy, you are welcome to consult with equity services (<http://www2.carleton.ca/equity/accommodation/>) or an equity advisor (613-520-5622), where you can also obtain letters of accommodation.

**Course Readings and Additional Resources:** The required course readings are available through the ARES system. Optional readings are available through the Carleton Library.

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](http://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/>). See also the mental health resources listed above.