

GEOG/ENST 4022 – Seminar in People, Resources and Environmental Change

Course Outline: Fall 2023

Complete syllabus will be provided in class

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Office Hours: by appointment

Course description:

In 2022, the Nunavut Impact Review Board recommended against a major expansion of the Mary River Iron Mine in Nunavut, an historic decision. Operated by Baffinland Iron Mines (BIM) since 2014, the Mary River mine includes an open pit iron ore mine, two work camps, and a road connecting the mine to a port at Milne Inlet. It is situated in northern Baffin Island, near the community of Pond Inlet (Mittimatalik) Nunavut, but also impacting the communities of Arctic Bay, Igloolik, and Clyde River. BIM's proposal was to more than double production, to build a railway and a new port, and to increase shipping significantly. After an almost three review process, their request was denied, and they continue to operate at a reduced capacity.

Much of the concern about the mine's expansion revolved around the impact of existing operations on marine and terrestrial wildlife, and consequent impacts on harvesting and cultural life. Concerns were also expressed about the broader socioeconomic impacts of the mine, Baffinland's corporate conduct, and whether Inuit would receive sufficient benefits from the expansion to justify known and forecast risks. Although these kinds of concerns have been expressed by northern Indigenous communities throughout every environmental assessment conducted in northern Canada, most mines that reach full environmental review get approved. In this course, we will consider how and why the expansion was rejected, and what it reveals about past and current forces shaping decision-making about land use and resource extraction on Indigenous lands.

We will move between studying the specifics of this particular case and immersion in literatures that help illuminate some of the broader structures, histories, movements, and relations at play in the 2022 decision. We will consider histories of dispossession and colonial jurisdiction; struggles over land tenure and land claims; financial capital and extractivism, labour, class, and social reproduction; Indigenous nationalism and self-determination movements; environmental impact assessment; harvesting and relations with wildlife; gender; climate change; the COVID-19 pandemic, and more. Students can expect to deepen their understanding of the complex dynamics shaping resource extraction on northern Indigenous lands and to think both deeply and broadly about how, where, on whose terms, and in whose interests resources are extracted from the earth today.

Course format:

In-person seminar, 3 hours weekly
Wednesdays 11:35am – 2:25pm

Course Readings: will be provided on ARES and on Brightspace.

Course Communications:

Wherever possible course content will be posted and communicated using **Carleton Brightspace**. For any instructor questions regarding assignments, readings, or other course details, please **post your question in the “Ask the Instructor” discussion forum on Brightspace**. Answers will be posted publicly so others can benefit from the information, and students are encouraged to answer each others’ questions too.

If you have questions about your personal circumstances, please email me directly. **Please include the course number in the subject line of any course-related emails** (i.e. GEOG 4022 - subject of email). I will do my best to respond promptly. I respond to emails during regular weekday hours (9am - 5pm).

Learning Outcomes

By the end of this course, students will have improved their abilities to:

- Identify academic arguments and explain how they are constructed;
- Apply academic literatures to a specific, real-world case study, through class discussion, group presentations, and written assignments;
- Edit and improve written assignments, incorporating feedback and ongoing learning;
- Actively participate in academic learning and discussion processes, including engaging with readings, asking good questions, persevering, receiving feedback, and active listening;
- Work effectively as a group to design and deliver a presentation to the class; and
- Describe and analyze the main dilemmas, struggles, aspirations, and histories shaping decision-making about resource extraction on northern Indigenous lands.

Evaluation

Participation (25%)

- Based on attendance, contribution to class, contribution to group project

Short Quiz (5%)

- In class, September 20

Weekly Reading Responses (20%)

- 4 per term, scheduled throughout the term

Group Presentations (25%)

- Groups of 3-4 students, scheduled throughout the term (Sept 27 to Nov 22)
- Instructor, peer and self-evaluation
- Approximately 30 minutes long

Final Paper (25%)

- 5-7 pages, 11 pt font, double spaced, 1 inch margins
- Due December 6

Further assignment and assessment details will be provided in the full syllabus.

Course Schedule and Readings

Week	Date	Topic	Activities/Deadlines	Required Readings
1	Sep 6	Introduction to the course	First group meetings	No readings
2	Sep 13	Introduction to the Case Study		Atleo and Boron 2022 Baffinland Main Document (Sections 4, 7, Table 10.5) Donahue 2021
3	Sep 20	Colonialism	Quiz	Tester 2017 Ipellie 1975 Watt-Cloutier 2016 Karetak 2017
4	Sep 27	Primitive Accumulation	Presentation 1: Pond Inlet vs. Baffinland Reading response 1 due	Coulthard 2014 Hall 2021 Marx 1976
5	Oct 4	Gender, Race, Capitalism	Presentation 2: Inuit Qaujimagatuqangit Reading response 2 due	Collard & Dempsey 2018 Federici 2004 Hall 2022
6	Oct 11	Land Claims	Presentation 3: Women, Families, and Mining Reading response 3 due	Kulchyski & Bernauer 2014 Inutiq 2022
7	Oct 18	Extractivism	Reading response 4 due	Ye et al 2018 Kuokkanen 2011
	Oct 25	READING WEEK		
8	Nov 1	Wildlife	Presentation 4: Marine Mammals Reading response 5 due	Todd 2014 Cameron & Kennedy 2023
9	Nov 8	Jobs	Presentation 5: Caribou Reading response 6 due	Mills et al 2023 Curley 2019
10	Nov 15	Consultation, Consent, Refusal	Reading response 7 due	Bernauer 2020 Price 2007 Beers 2021
11	Nov 22	Indigenous Economies	Presentation 6: Jobs Reading response 8 due	Simpson 2017 Inutiq 2020 Pasternak 2020
12	Nov 29	Workshop final papers		No readings
13	Dec 6	Discussion of final papers	Final papers due	No readings

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