

GEOG 5701: Geographies of Northern Knowledge Production

DRAFT Syllabus | December 2022

Winter 2023

Mondays 11:35am – 2:25pm, Loeb A220

Instructor: Dr. Emilie Cameron

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The focus of this course will be the diverse geographies of knowledge production about the Canadian North. We will not just read and learn *about* the North but also reflect on how, why, by whom, and in whose interests various forms of knowledge about northern peoples, lands, and struggles is produced, circulated, and taken up. We will consider both the content of a given work *and* its audiences, intentions, communities, authorizing structures, and impact. We will ask why so much academic knowledge production about the North is carried out by southern, non-Indigenous scholars and circulated in monographs, and the impact of this work on shaping disciplinary boundaries and citational practices; we will assess the scope and impact of knowledge produced by consulting companies and its impact on public processes; and we will consider the kinds of knowledges and practices that inform various political declarations, government and NGO reports, and other interventions as well as the importance of social media in producing and circulating knowledges. We will read memoirs, newspaper articles, and poetry alongside reports, articles, and academic monographs. Students can expect to deepen their knowledge about northern human geographies as well as their understanding of the politics and stakes of knowledge production more generally.

By the end of this class, students will have demonstrated their ability to:

- Synthesize key debates about the university and academic knowledge production and their application to research about the Canadian North;
- Describe some of the major areas of study and research questions shaping contemporary northern human geography and adjacent disciplines;
- Assemble and evaluate the significance, impact, and contributions of a range of texts related to the Canadian North;
- Develop clear and persuasive arguments;
- Participate consistently and effectively in a graduate-level seminar.

Topics and Schedule

PART 1: Setting the Stage: What is Academic Knowledge? For Whom?

January 9: Introductions, brief training in CUPortfolio

January 16: What are we even doing here? Universities, Empire, and the Colonial Present

**** Weekly curation schedule finalized by end of class ****

January 23: Refusals, Interruptions, Desire

January 30: Methodology, Writing, Ethics

PART 2: Student-Curated Topics

This section of the course will be finalized based on student interests. Possible topics include:

- Colonialism/Settler Colonialism
- Resource Extraction
- Environmental Impact Assessment
- Land and Land Claims
- Governance and Sovereignty
- Health and Healing
- Housing and Homelessness
- Climate Change
- Tradition and Culture
- Wildlife and Environmental Knowledges

February 6: Topic 1

February 13: Topic 2

February 20: **READING WEEK (no class)**

February 27: Topic 3

March 6: Topic 4

March 13: Topic 5

March 20: **Draft portfolio presentations**

March 27: **NO CLASS (AAG)**

April 3: Topic 6

April 10: **Final portfolio presentations**

Assessment

Curation of a week's theme (30%).

- At the beginning of term each student will select a week for which they will be responsible. There are three tasks associated with curating that week: 1) a proposal (5%); 2) a brief presentation/discussion questions provided at the start of class (10%); and 3) a written primer on the week's topic (15%).

In-class participation (15%)

- Participation is a crucial component of a graduate-level class.

- Participation includes arriving in class on time having read all of the assigned materials carefully and critically, offering thoughtful comments and questions to the discussion, being mindful of balanced participation across the class (i.e., checking yourself if you talk too much, and finding ways to contribute if you find it difficult to speak in class), and being generous and respectful with each other.
- Participation also includes contributing effectively to discussion threads on Brightspace, commenting constructively and generously on your peers' work, and committing to building your own skills and capacities as the term progresses.

Weekly reading responses (15%)

- Students will be required to prepare short responses to the readings/assigned materials in advance of each class.
- Weekly responses to the assigned materials **must be submitted to Brightspace by 10pm on Sundays**. Please submit these on time; I will read them before class and use them to guide our discussion.

Portfolio Project (40%)

- Our work in this class will build toward the creation of individual portfolios on CUPortfolio. CUPortfolio allows for the collection and display of a range of materials (articles, images, videos, podcasts, etc) and will facilitate individual and collective engagement with some of the key questions and learning outcomes shaping the course.
- At the start of term we will receive training in how to use CUPortfolio from Teaching and Learning Services (TLS). Additional support is available at <https://carleton.ca/cuportfoliosupport/help/> and from Stacy Malloch, the student support officer for CUPortfolio (cuportfolio@carleton.ca).
- **Draft portfolios** (10%) will be presented in class on March 20th. Drafts should have significant content on every page and be moving toward completion. You will provide constructive feedback to each other on your drafts and students will be expected to integrate this feedback into their final portfolios.
- **Final portfolios** (25%) will be presented in class on April 10th. Students will have until 9am on Friday April 14th to make final revisions to their portfolios and submit them.
- A short **self-assessment** (5%) will also be due on April 14th, reflecting on your work and identifying how you integrated feedback into your revision process.

Further details will be provided in January.