

**NRTH 5001
NORTHERN AND ARCTIC ISSUES
FALL TERM 2021**

Table of Contents

Instructors:..... 2
 Calendar description:.....2
 Prerequisite:2
 Objectives:.....2
 Learning Objectives:.....2

Course deliverables: 3
 Group Projects.....3
 Deadlines:.....3
 Evaluation:.....3

Outline Fall Semester: 4

Outline Winter Semester: Error! Bookmark not defined.

University Policies and Statements: 8
 Plagiarism8
 Academic Accommodations for Pregnancy9
 Academic Accommodations for Religious Obligations.....9
 Academic Accommodations for Students with Disabilities9

Instructors:

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“Office hours” (virtual) are by appointment. If students would like an individual appointment for any reason, the instructor will make best efforts to schedule such an appointment within three days of receiving the request.

Seminar: in person, Loeb a220

This course is compulsory for all students in the Northern Studies program.

Calendar description: Research and evaluation using interdisciplinary perspectives on biophysical and social issues faced by northern Canadians. Topics to be considered will vary from year-to-year. Research activities may be in collaboration with northern agencies.

Prerequisite: NRTH 5000 (Co-registration or completed) or permission of the Northern Studies supervisor.

Objectives: The objectives of the course are to: (1) develop respect and appreciation for interdisciplinary approaches to issues currently facing northern Canadians through examination of two specific topics; (2) develop oral and visual presentation skills appropriate for a range of audiences in northern Canada; (3) develop written communication skills appropriate for a similar range of audiences that are encountered in northern professional work; (4) develop skills for effective participation in interdisciplinary northern research teams.

Learning Objectives:

Fall Term - Students will become familiar with the elements of communication, cognition, education, and persuasion theories, and how those inform the development and presentation of public policy. Students will understand how to apply the theoretical basis to varied northern audiences in a policy environment, and will learn skills appropriate to communicating through a variety of channels in northern settings.

Winter Term - Students will understand diverse aspects of undertaking research in a northern community context. This will include awareness of and capacity to work with cultural and procedural differences that they may encounter. Students will develop skills in identifying key actors and considering research context and connections to decision-making across geographic and jurisdictional scales, and the communication skills required to work within these contexts.

Activities: Seminars led by the instructors and students; Guest presentations and seminars; Consultation with the instructors; Project work in student teams.

Course deliverables:

Group Projects

Working together in groups, students will complete background research on select northern issues, and develop a variety of materials designed to communicate the issue to diverse audiences (Fall).

Deadlines: This course is organized in modules. Specific deadlines for the products in each module are specified in the detailed outline in this document.

Evaluation: Evaluation for each semester will comprise 50% of the total mark. Therefore, marks for each element of each semester shall total 50%. Details regarding the format and length of each product shall be given in class, and on a summary document in Brightspace

Fall

1. Group issue report 10%
2. Individual briefing deck 5%
3. Group community presentation 10%
4. Group final exercise (in lieu of exam) 10%
5. Participation 15%

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 written assignments must be submitted in word format or PDF, via email on the day they are due (see Evaluation section for deadlines).
- All oral presentations must occur in class on the date indicated (see Semester Outlines).

*Students assume all risk for lost or missing materials.
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 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 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** (<https://carleton.ca/registrar/academic-integrity/>), and do not hesitate to speak with the 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 below 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 to help you in achieving academic success in various aspects of your university program); **The Writing Tutorial Service** (www.carleton.ca/wts to help you improve your writing skills); and, **The MacOdrum Library** (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.

Outline Fall Semester:

Class 1 - Wednesday September 8th: The class, the course and the context. Students will understand the background, experience and skills of the Instructors, and will understand more about each other's background, experience and skills. This will enable them to get the most from their class and other time with instructors, and to access the abilities of their cohort also. We will also review the structure of the fall session of the course, and the deliverables. A discussion of the context of the course will help students understand the connection between the theoretical elements and how they relate to northern realities.

The class will end with a discussion of defining elements of "the north" including a quiz on the north (unmarked). Students will better understand some key features that define northern societies, creating the policy and communications context.

The readings for week 2 will introduce principles of cognitive science that are the basis for understanding aspects of communication and decision-making that the next class will place in a northern context.

Readings:

These readings combine learning theory, communication theory, and cognitive science (which underpins recent theory in communication and learning) to provide an overview of how people process information. You will want to have reviewed these by the class on September 15th.

- Bransford, Brown and Cocking “Learning with Understanding” – in How People Learn https://www.desu.edu/sites/flagship/files/document/16/how_people_learn_book.pdf pp 8-31
- Kahneman, D. (2011). Thinking, fast and slow. Macmillan, pp 19-24
- Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 180-191 (available online through Carleton Library site)

Class 2 - Wednesday Sept 15: The theories that underpin communication: cognition, education, communication, persuasion and public policy.

In this class, students will discuss the basic elements of cognitive science, education theory, persuasion theory and communication theory, and will explore the linkages between how people think, learn, communicate, and make decisions and the creation of public policy.

Students will also organize into groups and choose a development project for the case study. Potential projects include: Gray’s Bay Road and Port; Taltson Hydro expansion; Casino Mine; Mary River expansion plan; Mackenzie Valley Highway project.

Trade-offs of developments in terms of impacts on traditional cultures and practices and existing economies are to be discussed. *Guest Speaker: Dennis Bevington former MP, Western Arctic.*

Readings for next class

- Reading: Kahneman, D. (2011). Thinking, fast and slow. Cognitive ease pp 60-70
- Reading: Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 212-235 - persuasion
- Reading: Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 248-50 and pp. 253-56 – agenda-setting and framing

Class 3 - Wednesday September 22nd: Applying theory

Students will explore the concepts of cognitive easing, persuasion, agenda-setting and priming as operative forces in a northern communications context.

Readings for next class

- Bayha, W. (2012). Using indigenous stories in caribou co-management. *Rangifer*, 32(2), 25-29. doi:10.7557/2.32.2.224

- Stoddart, M. C. J., & Smith, J. (2016). The endangered arctic, the arctic as resource frontier: Canadian news media narratives of climate change and the north. *Canadian Review of Sociology/Revue Canadienne De Sociologie*, 53(3), 316-336. doi:10.1111/cars.12111
- Southcott, C. Introduction: Dealing with Resource Development in Canada's North. *Northern Review*, [S.l.], n. 47, p. 3–8, aug. 2018.
<https://thenorthernreview.ca/index.php/nr/article/view/765/771>
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Class 4 - Wednesday September 29th: Representation and reality. Via textual analysis students will deconstruct different northern realities, and how they are represented.

They will also examine a framework for creating behavioral change.

Readings for next class

- Audience analysis <http://www.thehealthcompass.org/how-to-guides/how-do-audience-analysis>
- Audience segmentation <http://www.thehealthcompass.org/how-to-guides/how-do-audience-segmentation>

Class 5 Wednesday Oct 6th: Exploration of the public policy issue. Students will examine different potential perspectives on the public policy issue chosen via a stakeholder analysis, and will begin to formulate a position on the policy issue.

Guest speaker (TBC): Chris Grosset will help students explore the Indigenous policy and public context in which developments take place .

Readings for next class

- Reading pp 71-73 bransford, brown and cocking, “Transfer and Cultural Practices”
- Reading – Cooper, T. W. (1994). Communion and communication: Learning from the Shuswap. *Critical Studies in Media Communication*, 11(4), 327-345.
- Negotiating Research Relationships With Inuit Communities, A Guide For Researchers http://www.nri.nu.ca/sites/default/files/public/files/06-068_itk_nrr_booklet.pdf

Class 6 - Wednesday Oct 13: Communicating to northern audiences – a deeper dive into cross-cultural communications and the particularities of communicating to northerners. Students will learn how to work out how to divide their audiences into different priorities and purposes, and apply this to their issue, and examine most effective messages and methods for each “audience”.

- Reading: messaging worksheet https://www.agu.org/-/media/Files/Share-and-Advocate-for-Science/020_38394_S2_Message_Worksheet.pdf
- Reading: plain language audit tool https://nwtresearch.com/sites/default/files/plain_language_audit_tool.pdf

Guest speaker: Chris Grosset (Senior Consultant, NVision) will explore the differences between consultation and engagement in a northern context.

Group report on issue DUE.

Class 7 - Wednesday October 20th: *The other end of the telescope – communicating effectively with northern community organizations.* Increasingly, northern communities and peoples are regaining the recognized authority to govern themselves. This means that important policy decisions are being made at community levels. Students will learn how to communicate effectively with northern community audiences, particularly in a community presentation setting.

Readings for next class

- Reading: Communications basics and strategy template (provided by instructor).
- Reading: pp 27-29 https://fcm.ca/Documents/tools/International/Local_Government_Participatory

Week of Oct 25th – fall break

Class 8 - Wednesday Nov 3: *Communications planning*– communicating policy to northerners, communicating northern issues to southerners - Students will understand the structure and elements of a communications plan, and will work with the instructor to create a communications plan relevant to their case.

guest speaker(s) ITK communications department (TBC).

Class 9 - Wednesday Nov 10: *Community presentations* - Students will present their community presentations on their issue. 30 minutes max per presentation, all members of the group to present. This will be followed by joint critiques of the presentations for which the instructor shall provide a template.

Community presentation DUE.

Readings for next class:

- Blog post – who is an expert in the Arctic? <http://arctic.blogs.panda.org/default/who-is-an-expert-on-the-arctic/>
- Kahneman, D. (2011). Thinking, fast and slow. pp 82-85 the halo effect.
- Kahneman, D. (2011). Thinking, fast and slow. pp 245-54 – The outside view
- Cairney, P., & Kwiatkowski, R. (2017). How to communicate effectively with policymakers: combine insights from psychology and policy studies. Palgrave communications, 3(1), 37. <https://www.nature.com/articles/s41599-017-0046-8>
- Briefing templates (supplied by instructor)

Class 10 - Tuesday Nov 17: *Getting the issue into policy* – students will review the lessons of cognitive science for communicating policy, including the roles of experts and the issue of expertise. They will learn how to write an effective briefing note and deck (aka PowerPoint) and explore other ways of getting their message through to decision-makers.

Guest Speaker: Steven Van Dine, Senior Vice-President, Public Governance at the Institute on Governance, will talk about the decision-making process within senior federal government ranks including elements of briefings.

Reading for next class:

- media relations manual (supplied by instructor)

Class 11 - Wednesday Nov 24th: *The role of media in public policy* – media have long played an important role in northern society, helping set public policy agendas. While that role is decreasing with the increased emergence of social media, traditional media are still a factor. In this class students will learn about the role of media, but also learn practical media relations skills, including how to prepare for an interview.

Class 12 - Wednesday Dec 1st: *Media training/Media and Indigenous peoples* – Each class member will do a mock interview in character (as a representative of their chosen development project group).

This class will also examine the treatment of Indigenous peoples in media. Students will understand issues of covert and overt bias in media.

Briefing deck DUE.

Class 13 - Wednesday Dec 8th: *Responding to urgent and emergent issues*– students will conduct a real-time exercise in dealing with an emergent issue in the chosen policy area, applying the skills and theory they have learned during the course. **This exercise will function as an examination for this part of the course.**

University Policies and Statements:

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://www2.carleton.ca/equity/>

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://www2.carleton.ca/equity/>

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 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 the 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>.