

Revised September 9, 2019

NRTH 5000
NORTHERN ENVIRONMENTS, NORTHERN SOCIETIES, NORTHERN POLICY
COURSE OUTLINE 2019-2010

Calendar Description: Multidisciplinary perspectives on the biophysical, social, and policy environments that pertain to northern Canada. Resource development, devolution, local governance and sovereignty in a time of rapid environmental change.

Prerequisites: NRTH 5008 or permission of the Northern Studies Program Supervisor.

Course Objectives: The course aims to survey the social, natural, and policy environments pertaining to northern Canada, and familiarize students with the nature of the research questions that are being asked in each of these fields. Several integrating themes may emerge through the course, particularly the role of climate change in conditioning the natural environments of the North, the evolution of governance regimes within northern societies, and the role of resource development in northern economies.

Course Evaluation:

Northern Environment Module: 20% (details of evaluation break down below)

Northern Policy Module: 20% (details of evaluation break down below)

Northern Societies and Peoples Module: 20% (details of evaluation break down below)

Final Exam (March 25, 2020): 25%

End of Course Presentation (April 1, 2020): 15%

Final exam: Students will complete an in-class final exam on **March 25, 2020**. This exam will assess students understanding of the topics and issues presented and discussed during the three modules. Students are also expected to demonstrate a capacity to make connections between the topics and issues from each of the modules.

End of course presentation: Students will give in-class presentations on **April 1, 2019** relating to topics agreed to by the course instructors. These presentations will draw on topics and material from **all of the course modules**. Students should prepare a presentation of about 15-20 minutes in length, and be ready for a question period of about 5-10 minutes. Students should also prepare and distribute a presentation summary and short reading list to other members of the class before their presentations.

Course Late Policy:

Assignments received after that time indicated in the syllabus will lose 5% a day, including weekends unless valid reasons are presented and a new date is agreed to by the instructor in advance.

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 may 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 offence 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 may include a final grade of "F" for the course.

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and forward any requests for academic accommodation to the Instructors during the first two weeks of class, or as soon as possible after the need for accommodation arises.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam in this course, you must submit your request for accommodations to PMC by February xx, 2018.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Cell phones and social media:

Students must turn off their cell phones before each class. Interruption of classes by users of cell phones is disruptive and distracting for instructors and students alike. Consultation of social media during classes is similarly inappropriate.

Uploading of course materials:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Northern Environments Module

Instructor: Derek Mueller;
derek.mueller@carleton.ca
A427 Loeb Building;
x1984

Seminar: Wednesday 14:35-17:25 – Patterson Hall 111. 7 class weeks, beginning on Sept. 11.

Office Hours: Tuesdays 14:30 – 15:30 or by appointment. A427 Loeb Building

Module Objectives: To provide students with familiarity with the biophysical environments of northern Canada and the physical challenges and opportunities associated with renewable and non-renewable resource development. To consider the physical constraints on 21st century life in northern Canada.

Module Textbooks:

Pielou, E.C. 1995. *A Naturalist's Guide to the Arctic*. The University of Chicago Press, Chicago.

French, H.M. and Slaymaker, O. 2012. *Changing Cold Environments: A Canadian perspective*. Chichester, UK: Wiley-Blackwell.

Northern Environments Module Evaluation:

Presentations, participation and in-class discussion (x6)	4%
Short papers (x4)	16%
Total:	20%

Module Schedule and Structure:

- **Week A** – Instructor-led lecture on a topic related to the biophysical environment of northern Canada
- **Week B** - Student-led presentations and discussion to add a depth of understanding to the topic from Week A: Students will be assigned a sub-topic or a sub-region to research and present to the class

Number	Topic	Week A	Week B
1	Climate and climate change	Sep 11	Sep 18
2	Geology and permafrost	Sep 18	Sep 25
3	Snow and glaciation	Sep 25	Oct 02
4	Lakes, rivers, ocean and floating ice	Oct 02	Oct 09
5	Ecology and biogeography	Oct 09	Oct 16
6	Pollution; Global context	Oct 16	Oct 30

All students will provide a **presentation** with a maximum of 6 slides to address their sub-topic or a regional outlook on the topic from Week A. They will give a presentation planned for 10-12 minutes. The slides will be due (uploaded to cuLearn) prior to the beginning of class. A discussion will follow.

Students should provide a **short paper**, written formally on their sub-topic for grading. The paper is due (uploaded to cuLearn) at the same time as the accompanying presentation. Feedback will be provided on all six papers, five of papers will be graded, and the best four of these marks will count towards the final mark.

Student must research their papers and presentations using resources available in the library or through the library web site. Government web sites may also be used. Please be careful about the authority of the sources you use.

Northern Policy Module

Instructor: Jennifer Spence
Jennifer.spence@carleton.ca
(613)878-1759

Seminar: Wednesday 14:35-17:25 – Patterson Hall 111, 5 weeks in Fall Term 2019 and 3 weeks in Winter 2020

Office Hours: In person, Skype and phone meetings available upon request with 48 hours notice.

Module Objectives: This module will focus on the systems and structures that shape public governance in Canada's North. This module seeks to draw on the environmental, social and cultural issues that will be examined in the Northern Environments and the Northern Societies and Peoples Modules. In particular, we will consider how environmental, social and cultural issues are translated in to policy and how policies that affect the North shape the issues facing the North.

Readings for Module: Readings for the Policy Module will be available through CuLearn and, where necessary, on reserve in the library.

Northern Policy Module Evaluation:

Reading and simulation reflection pieces	7%
Simulation preparation and delivery (group mark)	5%
Policy brief (due April 1, 2020)	8%
Total:	20%

Reflections pieces: Students will write a brief (300-400 words) reflection piece each week that highlights the issues and themes that are of **interest to you** in the assigned readings. This is your personal perspective. There are no right answers. The reflection piece should conclude with two to three critical questions that may be used as part of the class discussion. You are encouraged to make connections to earlier readings and discussions, but the core of the reflection should be focused on the theme of the week. Students should be prepared to share and discuss their questions with the class. **Students will post your reflection pieces on CuLearn no later than 8am on the Tuesday before class.**

Students will write a reflection piece about the Policy Hackathon Simulation (750-1000 words) **due no later than 10pm on Friday, March 20, 2020** that reflects on the substance and the process associated with the simulation, what you learned from the experience and any advice for how to improve the policy hackathon experience for participants in the future.

Simulation preparation and delivery: Details to be discuss in class on December 4, 2019.

Policy brief: Students will prepare a policy brief for this module and are to choose their topics after consultation with the instructor. Students are encouraged to link their policy brief to the

topic selected for their end of course presentation. The topics for the policy brief will be agreed to with the instructor **no later than March 4, 2020**. The policy brief is due **April 1, 2020**. It should be a **maximum of 2500 words** (not including references). Policy briefs should have bullet points to capture key information and ideas rather than full paragraphs. It should contain the following:

- A title
- Stated audience
- A succinct summary paragraph that briefly outlines the policy question/issue that you examine, why it is important and how it links to current government priorities.
- A section that briefly and succinctly reviews the background and context that is relevant to your policy question/issue.
- A section that fleshes out the policy question/issue, and provides a more developed analysis of why the question/issue is important.
- A section that outlines the next steps or policy options that are relevant to your policy question/issue.
- A section that outlines your recommended next steps or policy option and a rationale for your proposed advice.

Module Schedule:

WEEK 1. Northern Policy Module (Nov. 6)

This class will provide an overview of the Northern Policy module, introduce key public policy concepts and apply these to the context of the Canadian North.

Readings:

Miljan, Lydia & Stephen Brooks (2018). *Public Policy in Canada: An Introduction*. Oxford University Press, Chapters 1.

Funston, B. (2007). Canada's North and Tomorrow's Federalism. In I. Peach (Ed.), *Constructing Tomorrow's Federalism: New Perspectives on Canadian Governance* (pp. 115–155). Winnipeg: University of Manitoba.

WEEK 2. Land Claim Settlements (Nov. 13)

Understanding the history and context of land claim settlements in Northern Canada is critical to understand governance in the North. This class will highlight some of the key features of these land claim settlements and their implications for different areas across the North.

Readings:

White, Graham (2009). "Nunavut and the Inuvialuit Settlement Region: Differing Models of Northern Governance." In Frances Able et al (ed.). *Northern Exposure: Peoples, Powers and Prospects in Canada's North*. Montreal/Kingston: McGill-Queens University Press and Institute for Research on Public Policy, pp 283-316.

Rodon, T., & Therrien, A. (2015). Resource Development & Land Claim Settlements in the Canadian Arctic: *Arctic Yearbook*.

Irlbacher-Fox, Stephanie and Stephen J. Mills (2009). "Living Up to the Spirit of Modern

Treaties? Implementation and Institutional Development.” In Frances Able et al (ed.). *Northern Exposure: Peoples, Powers and Prospects in Canada’s North*. Montreal/Kingston: McGill-Queens University Press and Institute for Research on Public Policy, pp 233-257.

WEEK 3. Inuit Story Indigenous Learning Bundle (Nov. 20)

This on-line learning bundle explores:

- Inuit Power Curve
- Inuit in Canada today
- Inuit traditions before contact with the outside world
- Government Era
- Inuit Land Claim Agreements
- Inuit in Canada today
- Post-colonial effects on Inuit society

Readings:

Able, Frances (2009). “Northern Development: Past, Present and Future.” In Frances Able et al (ed.). *Northern Exposure: Peoples, Powers and Prospects in Canada’s North*. Montreal/Kingston: McGill-Queens University Press and Institute for Research on Public Policy, pp 19-65.

Obed, Natan (2009). “Inuit Values and the Implementation of Land Claims Agreements.” In Frances Able et al (ed.). *Northern Exposure: Peoples, Powers and Prospects in Canada’s North*. Montreal/Kingston: McGill-Queens University Press and Institute for Research on Public Policy, pp 511-514.

Suluk, T. K., & Blakney, S. L. (2009;). Land claims and resistance to the management of harvester activities in Nunavut. *Arctic*, 61(5), 62-70. doi:10.14430/arctic102

WEEK 4: Canadian Federalism and Multi-level Governance (Nov. 27)

This class will examine the different levels of government governing in the North, consider how they work together and the implication for how policies important to Northerners are developed and implemented.

Readings:

Wallner, J. (2017). Ideas and Intergovernmental Relations in Canada. *PS - Political Science and Politics*, 50(3), 717–722. <http://doi.org/10.1017/S1049096517000488>

Irlbacher-fox, S., & Mills, S. J. (2008). Devolution and Resource Revenue Sharing in the Canadian North: Achieving Fairness Across Generations. *Generations Journal Of The American Society On Aging*, 1–28.

Alcantara, C., Cameron, K., & Kennedy, S. (2012). Assessing devolution in the Canadian North: A case study of the Yukon Territory. *Arctic*, 65(3), 328–338. <http://doi.org/10.14430/arctic4220>

Rodon, T. (2014). “Working Together”: The experience of Multilevel Governance in Nunavut. *Arctic Review of Law and Politics*, 5(2), 250–270.

WEEK 5: Circumpolar Affairs & Introduction of Policy Hackathon (Dec. 4)

This class will examine the policy issues and governance arrangements at the circumpolar region and global levels and how this affects the Canadian North. We will also discuss the policy hackathon simulation that will take place in March 2020.

Readings:

Axworthy, T. S., & Dean, R. (2013). Changing the Arctic Paradigm from Cold War to cooperation: How Canada’s Indigenous leaders shaped the Arctic Council. *The Yearbook of Polar Law V*, 7–43.

Exner-Pirot, H. (2016). Beyond the Arctic Council: Cooperation Needs and Gaps in the Arctic Region. In J. Higginbotham & J. Spence (Eds.), *North of 60: Toward A Renewed Canadian Arctic Agenda* (pp. 51–56). Waterloo: Centre for International Governance Innovation. Retrieved from https://www.cigionline.org/sites/default/files/north_of_60_special_report_lowres.pdf

Heininen, L., & Finger, M. (2017). The “Global Arctic” as a New Geopolitical Context and Method. *Journal of Borderlands Studies*, 0(0), 1–4. <http://doi.org/10.1080/08865655.2017.1315605>

WEEK 6: Northern Policy Hackathon Simulation – Part 1 (March 4)

Required and recommended reading will be posted on CuLearn

WEEK 7: Northern Policy Hackathon Simulation – Part 2 (March 11)

Required and recommended reading will be posted on CuLearn

WEEK 8: Northern Policy Hackathon Simulation and Module Wrap Up (March 18)

Simulation reflection piece due no later than 10pm on March 20th via e-mail (750-1000 words).

Northern Societies and Peoples Module

Instructor: Timothy Di Leo Browne
Timothy.Browne@carleton.ca
Dunton Tower 1201

Seminar: Wednesday 14:35-17:25 – Location TBA, 7 weeks starting January 8, 2010

Office Hours: TBA

Module Objectives: This module will focus on people and societies in northern Canada, with

the goal of fostering a greater understanding of and sensitivity to Indigenous peoples, their rights, their land claims, and questions of sovereignty in Canada. We will consider how the environment has shaped northern Indigenous societies and the impacts of a rapidly changing environment on those societies. We will also look at the long history of colonial encounters up to the present day and the often competing interests of Indigenous and settler populations in the North. Students will bring a variety of experiences and backgrounds to the course. These will enrich class discussion. The class will be a combination of lectures, discussion, presentation of readings (which will count toward the module participation mark), and paper topic presentations.

Readings for Module: Almost all readings will be digital, available through the library or through open-access websites. Specific readings remain to be announced.

Northern Societies and Peoples Module Evaluation:

Short final paper:	5%
Paper presentations:	2%
Weekly reflections:	5% (1% for each of 5 classes)
Reading leadership:	4% (1% for 4 of 5 classes)
Seminar participation:	4%*
Total:	20%

*includes discussion and answering instructor's questions)

Papers: Students will present a short written paper for this module. A brief proposal, including a reference list and paper topic, is due February 5, 2020. The paper itself is due Friday February 28, 2020. The paper will be a discussion of the student's chosen area of research which summarizes the present position of the field and considers how this research engages with other themes in the course. The papers are to be about 1,500 words long (about 5-6 pages, double-spaced, 12 point, Times New Roman font). This short paper is a discussion of a topic and not a thorough research essay.

Paper presentations: Students will give in-class presentations relating to their paper topics during the last week of the module. Students should prepare a talk of about 10 minutes in length, and be ready for a question period of about 10 minutes. Students will also prepare and distribute an abstract and short reading list to other members of the class before their presentations.

Participation: This seminar is based on classroom discussion and is, to a large extent, student-led. Therefore students need to come to class prepared to listen and contribute to classroom discussion. Please complete the assigned readings before class. Each student is responsible for presenting four readings, one a week, starting on January 15. A sign-up sheet will appear in cuLearn. In addition, students will submit a 250-word reflection relating to the readings for the five middle classes (January 15 through February 12). Above all, the seminars are a setting for lively, engaged, and enjoyable discussion of the issues we will address – a respectful environment where various perspectives are welcome.

Module Schedule:

Note: Wherever possible, course themes will be related to the Northern areas visited in the two field trips.

January 8, 2020 (Week 1): Introduction to Module

General overview of Society and Culture in the Arctic and sub-Arctic

Review of field experiences in Moose Factory, and discussion of the James Bay / Hudson Bay sociocultural environment overall.

January 15, 2020 (Week 2): Interaction of society and the physical environment

Includes such topics as hunting, wayfinding, and development of tools.

January 22, 2020 (Week 3): Storytelling and education in the North, past and present

A discussion of the passing of knowledge and differing epistemologies.

January 29, 2020 (Week 4): Northern societies outside of Canada

Placing Canada in global perspective.

February 5, 2020 (Week 5): Northern society and climate change

Social and economic impacts of climate change. Local knowledge and co-management.

TERM PAPER PROPOSAL DUE**February 12, 2020 (Week 6): Representations**

A discussion of Northern society in art, film, music, and literature

February 26, 2020 (Week 7): Paper Presentations