

**NRTH 5000**  
**NORTHERN ENVIRONMENTS, NORTHERN SOCIETIES, NORTHERN POLICY**  
**COURSE OUTLINE 2021-2022**

**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.

**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 Policy Module:** 25% (details of evaluation break down below)

**Northern Societies and Peoples Module:** 25% (details of evaluation break down below)

**Northern Environment Module:** 25% (details of evaluation break down below)

**End of Course Presentations (March 31 & April 7, 2022):** 10%

**Final Exam (During exam period):** 15%

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.

**Final exam:** 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 **March 31 & April 7, 2022** 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. Students can choose to give their presentation live on-line or pre-record. Students will submit a 300 word abstract/proposal of their presentation topic by **February 17, 2022** and will receive feedback on this from the course instructors within 2 weeks.

**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 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.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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 or even suspension or expulsion from the University.

**Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to instructors 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**Religious obligation:** write to instructors 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 [click here](#).

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Special Information Regarding Fall 2021 Pandemic Measures:**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits,

designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

**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 Policy Module

**Instructor:** John Crump  
[JohnCrump@carleton.ca](mailto:JohnCrump@carleton.ca)  
 613 299 1242

**Seminar:** Thursdays 8:35 to 11:25 am in Loeb A220, 4 weeks in Fall Term 2020 and 3 weeks in Winter 2021

**Office Hours:** In person, virtual 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. It will be anchored in the historical context of northern development and demonstrate the links between the challenges that face people in the Canadian North, especially Indigenous Peoples, and how these are connected to broader circumpolar issues. In doing so it 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 into policy and how policies that affect the North shape the issues facing the North. Focus during the fall term will be on Canada; in the spring term we will look at policy issues from a circumpolar perspective.

**Readings for Module:** Readings for the Policy Module will be available through Brightspace.

### **Northern Policy Module Evaluation:**

Reading/lecture reflection pieces	10%
Weekly written and verbal contributions to class discussions	5%
Policy brief (due April 1, 2020)	10%
<b>Total:</b>	<b>25%</b>

**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 and any pre-recorded lectures. 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 via online groups chats and class discussions.

**Students will post your reflection pieces on Brightspace no later than 8am on the Wednesday before class.**

**Weekly written and verbal contributions to class discussions:** Students are expected to actively engage in weekly group chats set up in Brightspace and discussions during weekly seminars. Contributions will be assessed based on quality not quantity. Students should

demonstrate their ability to engage with the reading, the concepts presented each week and the ideas and issues raised by their peers.

**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 1, 2022**. The policy brief is due **April 2, 2022**. 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. Introduction to North 5000 and the Northern Policy Module (Sept. 9)**

This class will provide an overview of the North 5000. Students will have an opportunity to meet all faculty involved in the course and ask questions. The Academic Integrity Workshop will also be discussed.

This class will ask an important question: Where is the North? We will also discuss how perceptions of the North have changed over time. A more detailed overview of the Northern Policy module and introduction of key public policy concepts will be provided as a basis for next week's discussion.

We will also discuss how we value knowledge and credit various sources of knowledge in the academic context and in this class. This will lead into a discussion on academic integrity.

#### **WEEK 2. Northern Development and Federal Policy (Sept. 16)**

This class will deepen students' understanding of the changes that have taken place in Northern governance up to the present day, including the evolution of responsible government and the intersections with northern development policies. It will also look at the most recent example of a northern policy approach, the Government of Canada's Arctic and Northern Policy Framework.

### **WEEK 3: Inuit Story - Indigenous Learning Bundle (Sept. 23)**

Using an online learning bundle developed especially for Carleton students, this session will focus on Inuit-State relations in Canada. The 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

### **WEEK 4. Modern Treaties and Land Claim Settlements (Sept. 30)**

Understanding the history and context of modern treaties and 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 treaties and land claim settlements and their implications for different areas across the North.

### **WEEK 5: Canadian Federalism and Multi-level Governance in the North (Oct. 7)**

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.

### **WEEK 6: Circumpolar Cooperation – A new multilateral world (March 10)**

This class will examine the changes in the Arctic since the end of the Cold War that led to the establishment of the Arctic Environmental Protection Strategy and the Arctic Council. Attention will be paid to the role of Indigenous Peoples in these developments. Challenges to multilateralism in the current geopolitical environment will be discussed.

### **WEEK 7: The Global Arctic – Indigenous Coalitions and Activism (March 17)**

The changing Arctic climate and its global effects are an example of how what happens in the Arctic doesn't stay in the Arctic. At the same time the impacts of contaminants on the Arctic environment and food chains that support human populations show that the Arctic is not insulated or isolated from the effects of pollution created thousands of kilometres away. The role of Indigenous Peoples in these and other circumpolar policy challenges will be examined, along with the evolution of the Canadian government's policy responses.

### **WEEK 8: Arctic Security in the 21<sup>st</sup> Century/Wrap up**

This class include a discussion of the changing conceptions of security in the Arctic – from military, to environmental, to human. It will touch on climate change – perhaps the biggest security challenge in the North today – and will relate to what you have learned in the Northern Environments Module.

## Northern Environments Module

**Instructor:** Derek Mueller;  
[derek.mueller@carleton.ca](mailto:derek.mueller@carleton.ca)  
 A427 Loeb Building; x1984

**Seminar:** Thursday 08:35-11:25 – 7 class weeks, beginning on October 14.

**Office Hours:** Wednesdays 11:30 – 12:30 or by appointment.

**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 21<sup>st</sup> 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 (x5)	5%
Short papers (x5)	20%
<b>Total:</b>	<b>25%</b>

### **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 select a sub-topic to research and present to the class for 5 of 6 of these weeks. (A sign-up sheet will ensure a variety of sub-topics are covered through time).

Number	Topic	Week A	Week B
1	Climate and climate change	Oct 14	Oct 21
2	Geology and permafrost	Oct 21	Nov 04
3	Snow and glaciation	Nov 04	Nov 11



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4	Lakes, rivers, ocean and floating ice	Nov 11	Nov 18
5	Ecology and biogeography	Nov 18	Nov 25
6	Pollution; Global context	Nov 25	Dec 2

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Students will provide a short (maximum 6 slide/ 6 minute) **presentation** to delve deeper into their sub-topic than what was provided previously in Week A. A short discussion will follow each presentation.

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

Students will normally research their papers and presentations using resources available in the library or through the library website. Government and NGO web sites, Indigenous knowledge and local knowledge sources may also be used, as appropriate. Please be careful about the authority of the sources you use.

## Northern Societies and Peoples Module

**Instructor:** Timothy Di Leo Browne  
[Timothy.Browne@carleton.ca](mailto:Timothy.Browne@carleton.ca)

**Module dates:** Dec 9, 2021 to Feb 17, 2022

**Office Hours:** Online by appointment (please write anytime to request a meeting)

**Module Objectives:** This module focuses on people and societies in northern Canada, with the goal of fostering a greater understanding of and sensitivity to Indigenous peoples, their cultures, 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 conversation. Weekly seminars will be a combination of lectures, discussions of readings (which will count toward the module participation mark), open dialogue on weekly themes, and paper topic presentations.

**Readings for Module:** Almost all readings will be digital, available through the library or through open-access websites. Specific readings will be listed in a separate document.

### **Northern Societies and Peoples Module Evaluation:**

Short final paper on virtual experience:	5%
Paper presentations:	2%
Weekly reflections:	8% (2.34% for each of 3 classes)
Reading leadership:	5% (1% for each of 5 classes)
Seminar participation:	5%*
<b>Total:</b>	<b>25%</b>

\*includes discussion and answering instructor's questions

**Papers:** Students will submit a paper for this module, due on Friday Feb 19, 2022 at 11:59 p.m. The paper will be a discussion of the student's chosen virtual experience (with support of sound academic sources) and should demonstrate how the experience illustrates important course themes. The papers should be about 1,500 words in length, or about 5-6 pages, double-spaced, 12 point, Times New Roman font.

**Paper presentations:** Students will give in-class presentations relating to their paper topics on Feb 18. Students should prepare a talk of about 10 minutes in length and be ready for a question period of about 10 minutes.

**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 readings, starting on Jan 13. A sign-up activity will appear in cuLearn. In addition, students will submit a 200-word reflection relating to the readings for three classes. 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 that would be visited in the two field courses.

#### **December 9, 2021 (Week 1): Introduction to Module**

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

Discussion will include an overview of the James Bay / Hudson Bay sociocultural environment, where the fall field course would usually take place.

#### **January 13, 2022 (Week 2): Interaction of society and the physical environment**

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

#### **January 20, 2022 (Week 3): Storytelling in the North, with focus on Yukon and NWT**

A discussion of the passing of knowledge and differing epistemologies.

#### **January 27, 2022 (Week 4): Northern societies outside of Canada**

Placing Canada in global perspective.

#### **February 3, 2022 (Week 5): Guest speaker on Arctic archaeology (still TBD)**

#### **February 10, 2022 (Week 6): Media and representations**

A discussion of Northern society in media, with a focus on broadcasting

#### **February 17, 2022 (Week 7): Module Conclusion and Paper Presentations**