

NRTH 5000 A

NORTHERN ENVIRONMENTS, NORTHERN SOCIETIES, NORTHERN POLICY COURSE OUTLINE 2024-2025

<https://brightspace.carleton.ca/d2l/home/291018>

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 Format: In person

Course Evaluation:

- Northern Environment Module (details below): 25%
- Northern Policy Module (details below): 25%
- Northern Societies and Peoples Module (details below): 25%
- End of Course Presentations (March 25 & April 1, 2025): 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.

First class: Instead of our regular class on September 10, we will meet on **September 12 at the Canadian Museum of Nature at 5 pm** to introduce the course, review the syllabus, and go over the aims of the course modules.

End of course presentation: Students will give in-class presentations on **March 25 & April 1, 2025** 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 will submit a 300-word abstract/proposal of their presentation topic by **February 14, 2025** and will receive feedback on this from the course instructors within 2 weeks.

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.

Course Late Policy: Assignments received after the due date will lose 5% a day, including weekends unless valid reasons (see **accommodations** below) are presented and an extension is requested **in advance of the due date** and a new date is agreed to by the instructor.

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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. The university’s full Academic Integrity Policy can be found [here](#).

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

- <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Informal accommodation due to short-term incapacitation: In place of a doctor's note or medical certificate, students will be advised to complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments.

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 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>

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: Ada Loewen;
ada.loewen@carleton.ca
 A427 Loeb Building

Seminar: Tuesdays 17:35-20:25 – 7 class weeks (September 17, 2024 – November 5, 2024)

Office Hours: Feel free to send me an email to set up an appointment in person or virtually.

Module Objectives: This module will 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. We will also consider the physical constraints on 21st century life in northern Canada. Throughout this module, students will develop their ability to independently research and synthesize their understanding of scientific topics and consider their implications for northern policy development and societies.

Module Textbooks (recommended, but not required):

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

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

* Both books are available on-reserve at the MacOdrum Library in digital or print form.

Northern Environments Module Evaluation:

Participation, and in-class discussion (x7)	5%
Presentations (x6)	5%
Short papers (x4)	15%
Total:	25%

Module Schedule and Structure:

We will cover 6 topics related to the biophysical environment of northern Canada, spending two weeks on each topic. Each topic will first be introduced by the instructor in-class (Week A), and students will choose a sub-topic to research and present to the class the following week (Week B). In general, each 3-hour class will be split into two parts: an instructor-led lecture introducing a new topic followed by student-led presentations and discussions on sub-topics related to the topic introduced the previous week. Students will be expected to be actively engaged in in-class discussions, which may look like answering and asking questions, and coming to class with an openness to learn.

The 6 student-led discussions will run from September 24 to November 05 where each student will provide a short (maximum 8 slide/8 minute) **presentation** to delve deeper into their sub-topic than what was provided previously in Week A by the instructor. A short discussion will follow each presentation to add a depth of understanding to the topic. (A sign-up sheet will ensure a variety of sub-topics are covered through time). A digital copy of the presentation is due

on Brightspace 30 minutes before the beginning of the class that it will be presented at. Students are expected to review each others slides before class to prepare them for that day's discussion.

For 5 of the 6 topics, students should provide a short (800-1000 word) **literature review**, written formally, on their sub-topic for grading. These papers are due (uploaded to Brightspace) by midnight on the day of the in-class presentation. All 5 papers will be graded but only the best 4 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 carefully evaluate the authority of the sources you use.

Class	Instructor-led topic (Week A)	Student-led topic (Week B)
Sep 17	Module Introduction Climate and climate change	N/A
Sep 24	Geology and permafrost	Climate and climate change
Oct 01	Snow and glaciation	Geology and permafrost
Oct 8	Lakes, rivers, ocean and floating ice	Snow and glaciation
Oct 15	Ecology and biogeography	Lakes, rivers, ocean and floating ice
Oct 29	Pollution; Global context	Ecology and biogeography
Nov 5	N/A	Pollution; Global context

Northern Policy Module

Instructor: John Crump
JohnCrump@carleton.ca
 613 614 8647/m

Seminar: Tuesdays 17:35-20:25 – 7 class weeks, beginning 12 November
 (4 weeks in Fall Term 2024 and 3 weeks in Winter 2025)
 Location: Loeb A220

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.

The first part of the course will focus on the Canadian North; the second will look at how the development of new governance approaches, and Indigenous self-determination, plays out in a circumpolar context. It will explore changes in circumpolar relations that are happening due to the 2022 Russian invasion of Ukraine and how issues of sovereignty and security are defined and acted upon in what has, since the end of the Cold War, been a zone of peaceful cooperation.

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

Northern Policy Module Evaluation:

Reading/lecture reflection pieces	10%
Weekly contributions to class discussions	5%
Policy brief (due 24 January 2025)	10%
Total:	25%

Reflections pieces: Students will write a brief (300-400 words) reflection piece each week highlighting the issues and themes of interest to you in the assigned readings and lectures. This is your personal perspective. There are no right answers although students are encouraged to cite readings or discussion points. The reflection piece should conclude with two to three critical questions that may be used as part of the class discussion **which you will be expected to lead.** 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 reflection pieces on Brightspace no later than 5 pm on the Sunday before class.**

Weekly written and verbal contributions to class discussions: Students are expected to actively engage in discussions during weekly seminars. 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 Friday, 6 December**. The policy brief is due **Friday, 24 January 2025 (following the last class in the module)**. 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:

- Title and 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 the Northern Policy Module (12 Nov.)

This class will introduce the module and examine how perceptions of the North have changed over time. An overview of the Canadian parliamentary system and an introduction of key public policy concepts will be provided. It will also touch upon circumpolar policy perspectives and themes which will run through the course.

WEEK 2

How we got here – Northern Development and Land Claims in the North (19 Nov.)

In the post-war period, the imperative to develop the North had little to do with the needs or aspirations of northerners, especially Indigenous Peoples. The region was seen as a resource storehouse, a periphery that would feed the growing industrial might and expanding population of the south. This colonial mindset was challenged by a growing Indigenous Rights movement and efforts to reclaim control over territories that had never been surrendered. This struggle laid the groundwork for an evolution in governance arrangements that continues to this day.

WEEK 3

Devolution and Self-Government in the Canadian North (26 Nov.)

The evolution of Canada's territories has resulted in different approaches to governance and policy making. Put another way, one size does not fit all. Once veritable colonies of Ottawa, the territories have each developed their own distinct political, social and cultural characters. This devolution of province-like powers has highlighted both the strengths and limitations of Canadian federalism.

WEEK 4

Inuit Story - Indigenous Learning Bundle (3 Dec.)

To illustrate the effects of colonialism in the North, this class will explore the changes Inuit have faced since contact. The session will incorporate an online learning exercise developed especially for Carleton students focused on Inuit-State relations in Canada. 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

2025

WEEK 5

The Global Arctic (7 Jan.)

This class will examine 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. It will look at how the changes in relations between Indigenous Peoples and the Canadian State mirrored the development of Indigenous activism and the demand for the recognition of Indigenous rights in the circumpolar region.

WEEK 6

The end of "Arctic Exceptionalism" – From the Cold War to Kviv (14 Jan.)

The Russian invasion of Ukraine has had a dramatic effect on political and scientific cooperation in the Arctic. Once considered to be outside global geopolitics, the invasion of a sovereign neighbour by one of the eight Arctic states has raised serious questions about the future of Arctic cooperation. Attempts to find a way to continue the work of the Arctic Council, and the strengths and weaknesses of this kind of international model, will be examined.

WEEK 7: Arctic Security in the 21st Century (21 Jan.)

Following up on the previous week's topic, 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. Many non-Arctic countries like China, South Korea and India (to name three) consider that they have a stake in the future of the region. What does this mean for the future direction of Arctic governance? How can Arctic nations and Indigenous Peoples ensure they continue to play a leading role in decision making in a way that prioritizes their interests?

DRAFT

Northern Societies and Peoples Module

- Instructor:** Timothy Di Leo Browne
Timothy.Browne@carleton.ca
- Module dates:** Tues. Jan 28, 2025 to Tues. March 18, 2025
- Office Hours:** 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 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%*
Total:	25%

*includes discussion and answering instructor's questions

Papers: Students will submit a paper for this module, due **on March 24, 2025 at 11:59 p.m.** (about one week after the final class for this module). 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 pages, double-spaced, 12 point, Times New Roman font.

Paper presentations: Students will give in-class presentations relating to their paper topics on **March 18**. Students should prepare a talk of about 15 minutes in length and be ready for a question period of about 15 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. Assigned readings should be completed before class. Each student is responsible for presenting readings, starting on **Feb 4**. A sign-up activity will appear in Brightspace. In addition,

students will submit a reflection (approximately 500 words) relating to the readings for three classes.

Seminars are meant to be a setting for lively, engaged, and enjoyable discussion of the issues we will address. We encourage a respectful environment where various perspectives are welcome.

Module Schedule:

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

January 28, 2025 (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 and Northern Ontario.

February 4, 2025 (Week 2): Interaction of society and the physical environment

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

February 11, 2025 (Week 3): Storytelling in the North, with focus on Yukon and NWT

A discussion of the passing of knowledge and differing epistemologies.

February 25, 2025 (Week 4): Northern societies outside of Canada

Placing Canada in global perspective.

March 4, 2025 (Week 5): Guest speaker on topic relating to Inuit culture (TBD)

March 11, 2025 (Week 6): Media and representations

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

March 18, 2025 (Week 7): Module Conclusion and Paper Presentations