

NRTH 5000
NORTHERN ENVIRONMENTS, NORTHERN SOCIETIES, NORTHERN POLICY
FALL AND WINTER TERMS 2017-18

Instructor, Northern Environments (Sept-Oct): Dr Claudia Schroeder-Adams;
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Instructor, Northern Societies (Nov – Jan): Dr Donna Patrick; D799 LA
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Instructor, Northern Policy (Feb - Mar): Dr Jennifer Spence; jennifer.spence@carleton.ca

Lectures: Wed, Fri. 14:35 - 15:55 311 Southam Hall

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.

Please note that this is an intensive course which covers a considerable diversity of topics. It is essential that students prepare for each class, particularly by reading the suggested materials. It will not be possible to participate fully in class discussions without adequate preparation. The course moves steadily through the topics and between disciplines, so it is imperative that you keep up-to-date. It will be difficult to catch up if you fall seriously behind with the material.

Textbooks: There is no single textbook for the course. However, the following books will be useful and you should consider acquiring copies:

French, H.M. and Slaymaker, O. 2012. *Changing Cold Environments: A Canadian Perspective*. Chichester: Wiley.

Cruikshank, J. 2005. *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver/Toronto: University of British Columbia Press.

Abele, F., Courchene, T., St-Hilaire, F., and Seidle, F.L. eds. 2009. *Northern Exposure: Peoples, Powers and Prospects in Canada's North*. Montreal/Kingston: McGill-Queens University Press and Institute for Research on Public Policy.

Throughout this course you will be asked to read articles in journals and chapters in edited books. The basic reading for each week and topic is listed at the end of this outline, but you will be assigned supplementary reading, particularly considering the interests of visiting speakers.

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. The specific course topics are listed below.

Class format: The course is fundamentally a lecture course, organized into weekly topics. Each class includes a presentation on the topic and ample time for discussion and student participation. The weeks are assigned to three modules: environment, society, policy. The first lecture of the week surveys a topic as it may be considered across the North. The second lecture specifically traces aspects of current research as they apply to the topic. The topics are wide ranging in scope and it is not possible for a single instructor to cover them all, even within a course unit. Some lectures will be given by visiting faculty, many of whom are members of the Northern Studies program. These individuals are noted on the final course timetable. Since this is a graduate course, discussion of the lectures is an important part of the program. It is important to prepare for each class by reading assigned material. This will enable participation in discussion and in posing questions to the instructors and visiting lecturers. It is especially important to do this because the course is wide ranging and only a limited time is allocated to each topic.

Instructors' role: The instructors are responsible for the structure of each module in this course. Some of the lectures will be given by the instructors but others will involve visiting speakers. The evaluation of students' performance is by the instructors, not the visitors.

Program: Lectures as per schedule
 Reading as assigned
 Three term papers
 Three in-class presentations
 Participation in class discussion

Evaluation:	Term paper proposals (3 x 5)	15
	Final term papers (3 x 15)	45
	In-class presentations (3 x 5)	15
	Module participation (3 x 5)	15
	Total	90
	Total x 10/9	100%

All evaluation is on an individual basis. The specific evaluation may vary between modules, as

presented on module outlines.

Assignments

- 1) **Papers:** Students are required to present a written paper for each module. The paper is due at the beginning of the last class in each module (Nov. 10, Feb. 2, April 6). The topics for each paper will be chosen individually after consultation with the instructor for that module. A brief proposal, including a reference list and paper structural outline will be due half way through each module. The papers will be a literature review of your chosen area of research, summarizing the present position of the field, and giving explicit consideration of how the research engages with other themes in the course. The instructors may ask you to consult other faculty to develop the reading list for your assignments. You should discuss your ideas with each instructor early in the module, so that you have time to make these consultations and to develop your reading lists. The papers are to be about 3,000 words long (12 pages, double spaced, 12 pt, Times New Roman font). The reference list for each paper should contain 20-25 citations and is not included in the word allowance.
- 2) **Presentations:** A week in each module will be devoted to in-class presentations on students' research topics. The presentations will summarize the literature review. An abstract and short reading list will be prepared and distributed to other members of the class. Students should prepare a presentation of about 10 minutes length, and be ready for a question period of about 5 minutes. The precise timing will depend on course enrollment.
- 3) **Participation:** This is an advanced course for graduate students. Careful, critical, and articulate responses to the assigned reading materials and to the lectures are expected throughout the academic year. The readings, lectures, and debates they inspire will be important resources for the review papers and presentations that will be prepared for each module. The materials and discussion will also be integral for degree students in their preparation for the Comprehensive Examination. Students will need to show that they are engaged with the course materials through comments, questions, and contributions to class discussions.

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).

Timetable: we shall adhere to this schedule as much as possible, but the final schedule is in the specific module outlines.

Fall Term

Week 0	S06	NRTH 5008. First-year Northern Studies students are on the field course.
Week A1	S13	Introduction: The North – Homeland, Frontier, Wilderness, Laboratory Physical environments of Northern Canada, Overview
Week A2	S20	Geology of Northern Canada
Week A3	S27	Past and present climate change in Northern Canada
Week A4	O04	Past and present oceans of Arctic Canada
Week A5	O11	Glaciation of Northern Canada
Week A6	O18	Permafrost
	O25	Fall Study break
Week A7	N01	Ecology of Northern Canada
Week A8	N08	Presentation week
Week B1	N15	Arctic peoples, Colonial histories, and Indigenous resurgence
Week B2	N22	Decolonizing research: theory and methods
Week B3	N29	Ethnographies of encounter
Week B4	D06	Human - non-human relations

Winter Term

Week B5	J10	Social and economic impacts of climate change
Week B6	J17	Urbanization and Arctic life-worlds
Week B7	J24	Indigenous organizations, approaches to TEK, co-management
Week B8	J31	Education and Arctic challenges. Presentations in weeks B7 and B8.
Week C1	F07	Introduction to the Policy Environment

Week C2	F14	Land Claim Settlements
	F21	Winter Study Break
Week C3	F28	Resource Development
Week C4	M07	Federal – Territorial relations
Week C5	M14	Wildlife Management
Week C6	M21	The Northwest Passage
Week C7	M28	The Arctic Council. (No class M30)
Week C8	A04	The Arctic Council. Presentation week.

Reading list

Week A6 Permafrost – this is an example only.

- Burn, C. R., 2011. Permafrost distribution and stability. Ch. 7, p. 126-146 in *Changing Cold Environments - A Canadian Perspective*. Edited by H.M. French and O. Slaymaker. John Wiley & Sons Ltd: New York.
- Doré, G., Niu, F, and Brooks, H. 2016. Adaptation of transportation infrastructure built on degrading permafrost. *Permafrost and Periglacial Processes*, **27**(4): 352-364. doi: 10.1002/ppp.1919
- Mackay, J.R. 1970. Disturbances to the tundra and forest tundra environment of the western Arctic. *Canadian Geotechnical Journal*, **7**: 420-32.
- Mackay, J.R. 1972. The world of underground ice. *Annals, American Association of Geographers*, **62**: 1-22.
- Smith, S.L., Romanovsky, V.E., Lewkowicz, A.G., Burn, C.R., Allard, M., Clow, G.D., Yoshikawa, K., and Throop, J. 2010. Thermal state of permafrost on North America: a contribution to the International Polar Year. *Permafrost and Periglacial Processes*, **21**(2): 117-135. doi: 10.1002/ppp.690