

**NRTH 5001**  
**NORTHERN AND ARCTIC ISSUES**  
**FALL AND WINTER TERMS 2017-18**

**Instructors:** **Clive Tesar** (Fall term)  
Office: Loeb B340 (hours 14:30-16:30 Thursdays)  
613-520-2600 ext. 8741  
[clive.desiretesar@carleton.ca](mailto:clive.desiretesar@carleton.ca)

**Gita Ljubicic** (Winter Term)  
Office: Loeb A301D  
520-2600 ext. 2566  
[gita.ljubicic@carleton.ca](mailto:gita.ljubicic@carleton.ca)

**Seminar:** 11:30-14:30 Thursdays; 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 basic 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 northern audiences in a policy environment.

**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). Students will also develop a community research plan on a selected northern issue from first contacts through to communicating results (Winter). The composition of the groups will be different in each semester.

**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.

### ***Fall***

1. Group Issue report 10%
2. Individual Briefing deck 10%
3. Group Community presentation 10%
4. Group Media plan/interview (in lieu of exam) 10%
5. Participation 10%

### ***Winter***

1. Group issue report 10%
2. Plain Language summary (individual) 10%
3. Group community research plan 10%
4. Group presentation to Hunters and Trappers Organization 10%
5. Participation 10%

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 hard copy, in person at the beginning of the class when 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** (<http://www2.carleton.ca/studentaffairs/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 p. 7 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](http://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](http://www.carleton.ca/wts) to help you improve your writing skills); and, **The MacOdrum Library** ([www.library.carleton.ca](http://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:

Sept 14 Week 1: ***Who we are, what we bring to the course.*** Students will understand not only the background, experience and skills of the Instructors, but will also 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.

Sept 21 Week 2: ***Making your head explode: cognition, education, communication, persuasion and public policy.*** In this class, students will be introduced to 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.

Sept 28 Week 3: ***Making your head explode, continued.*** In this class, students will continue to explore themes from the past week, but will also begin to apply them to a northern public policy issue, a case study of a development proposal. Trade-offs of developments in terms of impacts on traditional cultures and practices and existing economies are to be discussed.

Oct 5 Week 4: ***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: Kim Scott, senior consultant, Nvision, will help students explore the Indigenous policy and public context in which developments take place .*

Oct 12 Week 5: ***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”. *Guest Speaker: Bobbi-Jo Greenland-Morgan, President/Grand Chief Gwich'in Tribal Council. (Skype) will lead students through the decision-making process in a northern community facing a development proposal. receiving information.*

Oct 19 Week 6: ***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 increasingly being made at community levels. Students will learn how to communicate effectively with northern community audiences, including in a community presentation setting. *Guest Speakers: ITK Communications Unit will discuss the considerations and methods they employ to reach their audiences. Group report on issue DUE.*

Oct 26: ***Fall Break, No class***

Nov 2 Week 7: ***Communications planning*** – students will work with the instructor to create a communications plan.

Nov 9 Week 8: *Community presentation* – 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.**

Nov 16 Week 9: *Getting the issue into policy* – students will debate an appropriate policy structure for their issue. This will involve absorbing the lessons of cognitive science for potential policy application.

Nov 23 Week 10: *Getting the issue into policy continued* - Students will learn how to write an effective briefing note and deck, and explore other ways of getting their message through to decision-makers. *Guest Speaker: Stephen Van Dine, ADM INAC will talk about the decision-making process within senior federal government ranks including elements of briefings.*

Nov 30 Week 11: *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. **Briefing deck DUE.**

Dec 7 Week 12: *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 they have learned during the course. **This exercise will function as an examination for this part of the course.**

### **Outline Winter Semester:**

Jan 11 Week 1: *Review and reintroduction* – Instructors and class will discuss student reflections on the first term, and go over the course outline for the Winter Semester. Feedback on fall term will help to refine winter term plans as well as the course overall for future years. We will also begin to explore the focus issue for the winter term: caribou co-management. Students will understand the logic and structure of the second half of the course, and the expectations of them during this semester

Jan 18 Week 2: *Getting to know caribou* – An introductory overview of the importance of caribou in northern life and ecology will be provided through a guest presentation and/or diverse multi-media.

Jan 25 Week 3: *Getting to know caribou (continued)* – An introduction to caribou subspecies and herds will be presented, along with discussion of different approaches to learning about and understanding caribou.

Feb 1 Week 4: *Co-management policy* – A brief introduction will be provided on the evolution of wildlife co-management in relation to comprehensive land claims negotiations. Then class discussion will focus on learning about the specific context of caribou co-management, different herds and management regimes, and goals of equal consideration of Indigenous and scientific knowledge to inform decision-making.

Feb 8 Week 5: *Identifying key actors* – Students will identify and learn about the key actors involved in caribou management in different regions of the North, at different scales and levels of jurisdiction. Students will begin to explore academic research, as well as government, Inuit organization, and co-management board reports

Feb 15 Week 6: *Working with communities: approaches and protocols* – Students will examine different approaches to working with northern communities, identifying different levels of engagement or efforts to prioritize northern-driven research agendas. Students will also be introduced to the northern research regulatory environment, as well as explore different guidelines and protocols developed for engaging in ethical and respectful research with northern community members or organizations. **Group Issue Report DUE.**

Feb 22: *Winter Break, No class*

March 1 Week 7: *Where to start?* – Students will explore different ways of initiating an approach to a northern community in proposing a collaborative project, or responding to a community request for research support.

March 8 Week 8: *Working together* – Students will learn about different research methods that can be used to facilitate consultation, collaboration, or community-driven research. This will include discussions about fulfilling principles of respect, relationality, and reciprocity, including key elements of research ethics. **Plain Language Summary Report DUE.**

March 15 Week 9: *Identifying intersections and addressing tensions* – Students will explore opportunities and challenges of bringing together diverse knowledge systems within a caribou co-management context. Through discussions and examples drawn from case studies, strategies for identifying appropriate intersections and addressing possible tensions will be examined.

March 22 Week 10: *Research communications and outcomes* – In this class we will explore diverse approaches to research communications throughout the research life cycle, and ways to ensure that outcomes address community as well as academic or government objectives.

March 29 Week 11: *Group presentations to HTOs* – Groups will present (no longer than 30 minutes per group) the Community Research Plan they have developed as a proposal to the HTO regarding recommendations around documenting and sharing Indigenous Knowledge to inform a regional co-management board on decisions related to a locally important caribou herd. **HTO presentation DUE.**

April 5 Week 12: *Course debrief* – Students will review entire (fall and winter semester) course content and explore course themes with instructors. **Group Community Research Plan DUE.**

## **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](mailto: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>.*