



## GEOG-1045H-W: Introduction to the Circumpolar World 2023SU - Online

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### Instructor:

Instructor: Kaitlyn Fleming

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Office: ESC A148

Office Hours: Tuesday 11:00 am to 12:00 pm by Zoom, other times by appointment.

### Meeting Times:

This is a web course and is offered completely online. There are no scheduled class meetings except for two Zoom events (June 21 and July 12) which students are encouraged to attend. These meetings will be recorded for those who cannot attend; there are no bonus marks associated with these two meetings. However, an online (virtual) event will also take place during the course; it is tentatively scheduled to occur during the week of Module 3; more information will be provided closer to the date. Students are invited to attend, and bonus marks will be available for those who attend. Otherwise, the course is entirely asynchronous. Modules will be made available each Monday morning (at 7:00 am EDT) and will include short lectures, reading materials, video links, and weekly assignments. Students will be given approximately one week to work through the modules at their own speed and will submit assignments and discussion postings to the appropriate dropbox or discussion forums by specified weekly due dates.

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### Department:

Academic Administrative Assistant: Mary O'Grady

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### Description:

This course studies issues and challenges related to Polar regions with an emphasis on northern Canada, but with considerable attention also given to comparisons between it and other parts of the Circumpolar North and the Antarctic. This course introduces students to the landscape, peoples, and issues of the circumpolar region. Beginning with an examination of the geography, biological, and physical systems of the Subarctic and Arctic, the course then discusses the Indigenous and contemporary peoples of the region. Students will learn about geopolitics, physical environments, Northern social and economic systems, climate change and resiliency.

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## Learning Outcomes:

I have developed the course to address several learning outcomes. By the end of this course a successful student should:

- Have developed a breadth of geographical knowledge concerning the regional basis of Polar regions and be able to identify the important human and physical geography themes;
  - Be able to apply geographical analysis to problems in Polar geography; and
  - Be aware of the ways in which current knowledge defines the field and be familiar with the geographical debates.
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## Texts:

All materials are available online as embedded links within modules, or as online books and articles available through the Bata Library.

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## Readings:

### Module 1: Introduction

AMAP (Arctic Monitoring and Assessment Program). 1998. "Physical and Geographical Characteristics of the Arctic." In Assessment Report: Arctic Pollution Issues, Chapter 2.

Hough, Peter. 2013. International Politics of the Arctic: Coming in from the Cold. London and New York: Routledge. Chapter 1 - The international political wilderness.

Young, Oran R., and Niels Einarsson. 2004. "Introduction: Human Development in the Arctic." In Arctic Human Development Report, vol. 1. Akureyri: Stefansson Arctic Institute. Read from page 17 to 26.

Jennifer Kingsley. 2015. Meet the North 2015. <https://vimeo.com/149155563>.

National Geographic. 2018. Keeping the Inuit Way of Life Alive in a Changing World. <https://www.youtube.com/watch?v=RYMEoFOZavs&feature=youtu.be>

UMEA2014. 2013. My People: The Sami. <https://www.youtube.com/watch?v=ZZIU7KEis3w>

### Module 2: Northern Environments

AMAP. 1997. "Polar Ecology", In Arctic Pollution Issues: A State of the Arctic Environment Report. Oslo, Norway: Arctic Monitoring and Assessment Program (AMAP), ch. 4, pp. 35-49.

AMAP. 2017. Snow, Water, Ice, and Permafrost in the Arctic (SWIPA), Oslo, Norway: AMAP, chapter 1 (pp. 1-5), chapter 11 (pp. 257-68).

CAFF (Conservation of Arctic Flora and Fauna). 2013. "Characteristics of Arctic Biodiversity." In Arctic Biodiversity Assessment: Status and Trends in Arctic Biodiversity; Synthesis, Conservation of Arctic Flora and Fauna (CAFF), Arctic Council, 2013, ch. 1, sections 1.1-1.2, 1.4-1.5, <https://www.caff.is/assessment-series/arctic-biodiversity-assessment/232-arctic-biodiversity-assessment-2013-synthesis>.

SciencePrimer. 2018. Variation in solar radiation. <https://www.youtube.com/watch?v=ZrHCmlivoHI>

Solar Radiation and Albedo. 2016. The Arctic Albedo Feedback Loop. <https://www.youtube.com/watch?v=KcioDbK2-Rw>

Arctic Monitoring and Assessment Programme's video Arctic Ocean Acidification. 2013. <https://vimeo.com/65512340>

National Geographic. 2017. Climate 101: Glaciers. <https://www.youtube.com/watch?v=WJgpDyP9ewQ>

Frontier Scientists. 2012. Permafrost Patterns. [https://www.youtube.com/watch?v=4j\\_n7QMKYc](https://www.youtube.com/watch?v=4j_n7QMKYc).

### **Module 3: Peoples and Cultures of the Circumpolar North**

Csonka, Yvon, and Peter Schweitzer (2004). "Societies and Cultures: Change and Persistence." In, Arctic Human Development Report, volume 1, chapter 3, pp. 45-68.

Schweitzer, Peter, Peter Sköld, Olga Ulturgasheva, Shari Gearheard, Aytalina Ivanova, Florian Stammer, and Aimar Ventsel (2014). "Cultures and Identities." In , Arctic Human Development Report, vol. 2, Regional Processes and Global Linkages, chapter 3, pp. 105-150. Copenhagen: Nordic Council of Ministers.

SciShow. 2018. How First Americans Got there. <https://www.youtube.com/watch?v=5dyjZBJt-Yg>

Dan Allosso. 2017. Beringia was not a Bridge. <https://www.youtube.com/watch?v=ljFcqkwiEtl>

Watt-Cloutier, Sheila. 2017. The Right to Be Cold. The Walrus Talks Arctic conference, Winnipeg Art Gallery, 2015. <https://thewalrus.ca/tv-the-right-to-be-cold/>

Tanya Tagaq. 2016. Retribution. <https://www.youtube.com/watch?v=xNYTA6SV6tM>

National Geographic. 2018. Keeping the Inuit way of life. <https://www.youtube.com/watch?v=RYMEoFOZavs>

UMEA2014. 2013. The Sami People. <https://www.youtube.com/watch?v=ZZIU7KEis3w>

### **Module 4: Political Systems and Governance**

Broderstad, Else Grete and Jens Dahl. 2004. "Chapter 5: Political Systems." In Arctic Human Development Report, vol. 1, pp. 85-100. Akureyri: Stefansson Arctic Institute. Sustainable Development Working Group, <https://www.sdwg.org/wp-content/uploads/2016/04/Arctic-Human-Development-Report-2004.pdf>

Hough, Peter. 2013. International Politics of the Arctic: Coming in from the Cold. London and New York: Routledge. Chapter 4 - Decolonization: 'the cold wind of change' and Chapter 5 -

Intergovernmental cooperation: the top table.

Arctic Council. 2022. The Arctic Council: The leading intergovernmental forum promoting cooperation in the Arctic. <https://www.arctic-council.org>

Mikel Hammes. 2017. Arctic Governance Inside the Issues. <https://www.youtube.com/watch?v=i5yE5UH823c>

Global Affairs Canada. 2014. What is the Arctic Council?. [https://www.youtube.com/watch?v=ryeAbw\\_hj5E](https://www.youtube.com/watch?v=ryeAbw_hj5E).

## Module 5: Northern Economies and Sustainability

Glauden, E. et al. 2021. Indigenous Economies in the Arctic: To Survive or Thrive. *Elementa: Science of the Anthropocene* (2021) 9 (1): 00088. <https://online.ucpress.edu/elementa/article/9/1/00088/116748/Indigenous-economies-in-the-ArcticTo-thrive-or-to>.

Glomsrød, Solveig, Ilmo Mäenpää, Lars Lindholt, Helen McDonald, Taoyuan Wei, and Scott Goldsmith. 2017. "Arctic Economies within the Arctic Nations." In *The Economy of the North 2015*, edited by Solveig Glomsrød, Gérard Duhaime and Iulie Aslaksen, pp 37-78. Oslo-Kongsvinger: Statistics Norway. <https://www.ssb.no/en/natur-og-miljo/artikler-og-publikasjoner/the-economy-of-the-north-2015>

Holen, Davin, Drew Gerkey, Even Høydahl, David Natcher, Martin Reinhardt Nielsen, Birger Poppel, Paul Inge Severeide, Hunter T. Snyder, Mary Stapleton, Ellen Inga Turi and Iulie Aslaksen. 2017. "Interdependency of Subsistence and Market Economies in the Arctic." In *The Economy of the North 2015*, edited by Solveig Glomsrød, Gérard Duhaime and Iulie Aslaksen, 89-126. Oslo-Kongsvinger: Statistics Norway. <https://www.ssb.no/en/natur-og-miljo/artikler-og-publikasjoner/the-economy-of-the-north-2015>

Rossi, M. 2016. Greenland isn't in a rush to fight climate change because it's good for the country's economy. <https://qz.com/813742/climate-change-is-benefitting-greenland/>

Coursera Lectures on the Globalization of the Arctic Economy. 2022. History of Globalization in the Arctic I. <https://www.coursera.org/lecture/arctic-economy/history-of-globalization-in-the-arctic-i-nUie1>

Coursera Lectures on the Globalization of the Arctic Economy. 2022. History of Globalization in the Arctic II. <https://www.coursera.org/lecture/arctic-economy/history-of-globalization-in-the-arctic-ii-cnXLN>

Financial Times. 2016. Frozen Dreams: Russia's Arctic Expression <https://www.youtube.com/watch?v=vfZ1uhyBWsY&feature=youtu.be>.

## Module 6: Geopolitics and the International North

ACIA. 2004. IPCC's Arctic Climate Impact Assessment Report. <https://www.amap.no/documents/doc/impacts-of-a-warming-arctic-highlights/792>

Borgeson, Scott. 2008. Arctic Meltdown: The Economic and Security Implications of Global Warming. *Foreign Affairs*. 87: 63-77. [https://www-jstor-org.proxy1.lib.trentu.ca/stable/pdf/20032581.pdf?refreqid=excelsior%3A9533fda2741e1c30727276e56452e9fb&ab\\_segments=&origin=](https://www-jstor-org.proxy1.lib.trentu.ca/stable/pdf/20032581.pdf?refreqid=excelsior%3A9533fda2741e1c30727276e56452e9fb&ab_segments=&origin=)

Icepeople.net. 2016. Spill drill: Large-scale oil spill cleanup exercise planned in Svalbard this fall as Arctic sees more ships, oil rigs. <http://icepeople.net/2016/01/31/spill-drill-large-scale-oil-spill-cleanup-exercise-planned-in-svalbard-this-fall-as-arctic-sees-more-ships-oil-rigs/>

Nicol, Heather and Heininen, Lassi. 2013. Human security, the Arctic Council and climate change: Competition or co-existence?. *Polar Record* 50(01):80-85. <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/CAF9CA8155E7A14E706EC3A4C63C9602/S0032247412000666a.pdf/div-class-title-human-security-the-arctic-council-and-climate-change-competition-or-co-existence-div.pdf>

Inuit Knowledge. 2013. Nilliajut: Inuit Perspectives on Security, Sovereignty and Patriotism. [http://www.polarcom.gc.ca/uploads/2730\\_20130125-En-Nilliajut-InuitPerspectivesSecuritySovereigntyPatriotism.pdf](http://www.polarcom.gc.ca/uploads/2730_20130125-En-Nilliajut-InuitPerspectivesSecuritySovereigntyPatriotism.pdf)

CICERO. 2004. Arctic Climate Impact Assessment. <https://vimeo.com/55622433>

Adelphi. 2016. Climate Change in the Arctic - Interview with Dr. Chad Briggs. <https://www.youtube.com/watch?v=j0sk3wdZ4ul&feature=youtu.be>.

Inuit Tapiriit Kanatami. 2013. Inuit Voices on Arctic Security. <https://www.youtube.com/watch?v=yXVEN9YWTC&feature=youtu.be>

Euronews. 2017. Russia raises concerns by ramping up its Arctic presence. <https://www.youtube.com/watch?v=fBHN7c7rOkc>

Center for Strategic & International Studies. 2014. Geopolitical and Geo Economic Thinking on the Arctic Presentation by Heather Conley. <https://www.youtube.com/watch?v=MeikaZX4Bu8>

NATO Review. 2010. Under the Ice. <https://www.nato.int/docu/review/articles/2010/01/25/under-the-ice-of-the-world/index.html>.

Barry Zellen Zoom Interview. 2022. The link will be available on BlackBoard.

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## Assessments, Assignments and Tests:

**Learning Assignments:** Six learning assignments @ 10% each. Due weekly, each Sunday night, by 11:59 pm EDT (except for Module 6, which will be due on Friday, July 28, 2023). The format of the assignments will vary throughout the course; instructions and further details will be provided in each module.

**Discussion Assignments:** Six discussion assignments @ 5% each. Approximately 250 words each, plus 2 responses to fellow student postings. Due weekly, each Sunday night by 11:59 pm EDT (except for Module 6, which will be due on Friday, July 28, 2023).

**Reflection Assignment:** Each student will complete a reflection exploring their thoughts on one of the themes or issues outlined in the course @ 10%. A short bibliography is needed to ensure your descriptions, definitions and opinions are based upon solid scholarship. Detailed instructions and a rubric will be available on BlackBoard. Due July 28 at 11:59 pm EDT.

2% bonus marks for attending the online (virtual) event will occur during the course; it is scheduled for July 8th, 2023, at 3:30 pm and July 9th, 2023, at 3:30 pm (EDT); more information

will be provided closer to the date.

This is a general overview of the assignments. Each Module contains specific questions and instructions, plus links to the assignment and discussion forum or appropriate Dropboxes. More detailed instructions and rubrics about reflection assignment expectations will be given as the course is underway.

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## Grading:

Learning Assignments (10% each) x 6 Modules = 60% Due weekly each Sunday at 11:59 pm EDT (except for Module 6, which will be due on Friday, July 28th at 11:59 pm)

Discussion Postings (5% each) x 6 Modules = 30% Due Weekly each Sunday at 11:59 pm EDT (except for Module 6, which will be due on Friday, July 28th at 11:59 pm)

Reflection Assignment: 10% Due July 28, 2023, at 11:59 pm EDT

Bonus Marks: 2% for students who attend the online (virtual) event scheduled for the week of Module 3, July 8th, 2023, at 3:30 pm and July 9th, 2023, at 3:30 pm (EDT).

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## Grade Total by Withdrawal Date:

45% of the grade will be made available by July 14, which is the final date to withdraw from S62 half courses.

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## Schedule:

Week 1: June 19 - Module 1 opens: Introduction

Week 2: June 26 - Module 2 opens: Northern Environments. Live Zoom meeting at 11:00 am on Wednesday, June 21, 2023.

Week 3: July 3 - Module 3 opens: Peoples and Cultures of the Circumpolar North. An online (virtual) event is scheduled for this module (July 8th, 2023, at 3:30 pm and July 9th, 2023, at 3:30 pm (EDT)); students can attend the virtual event for bonus marks.

Week 4: July 10 - Module 4 opens: Political Systems and Governance. Live Zoom session at 11:00 am on Wednesday, July 12, 2023.

Week 5: July 17 - Module 5 opens: Northern Economies and Sustainability.

Week 6: July 24 - Module 6 opens: Geopolitics and the International North.

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## Course Guidelines:

Students are strongly encouraged to participate in two online group Zoom meetings. There are no bonus marks associated with these two Zoom meetings. The first meeting will take place on June 21 at 11:00 am EDT for approximately 1 hour; it is a 'meet and greet' for the course where

the instructor will introduce the course, and students can introduce themselves. The other is on July 12 at 11:00 am EDT for approximately 1 hour; this meeting will take the form of a workshop for the reflection assignment. Meetings will be recorded for those who cannot attend. The Zoom links will be made available on BlackBoard and emailed to all students.

An online (virtual) event will take place during the course; it is tentatively scheduled to occur during the week of Module 3, July 8th, 2023, at 3:30 pm and July 9th, 2023, at 3:30 pm (EDT); more information will be provided closer to the date. Students are invited to attend, and bonus marks will be available for those who attend.

All weekly written course materials are to be submitted online in the assignment Dropbox link provided by the specified due dates. Weekly assignments and ongoing discussion postings are due at 11:59 pm EDT on the Sunday evening following the release of that Module (for example, Module 1 discussion postings and learning assignments are due June 25, Module 2 - July 2, Module 3 - July 9, Module 4 - July 16, Module 5 - July 23. Please note that all Module 6 posts and assignments are due July 28, which is the last day of the course).

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## University Policies:

### Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that they may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.

### Sharing and Distribution of Course Content

Students in this class should be aware that classroom activities (lecture, seminars, labs, etc.) may be recorded for teaching and learning purposes. Any students with concerns about being recorded in a classroom context should speak with their professor. If a student shares or distributes course content in any way that breaches copyright legislation, privacy legislation, and/or this policy, the student will be subject to disciplinary actions under the relevant Academic Integrity Policy, the Charter of Student Rights & Responsibilities, or the Policy on the Protection of Personal Information, at a minimum, and may be subject to legal consequences that are outside of the responsibility of the university.

### Student Absenteeism, Missed Tests and Examinations

Students are responsible for completing all course requirements, including attending classes and meeting assignment deadlines as specified on their syllabus.

Adjustments and deferrals to dates for participation, assignment submissions, tests, midterms and final examinations are not automatic. It is the student's responsibility to email their instructor immediately if they are unable to fulfill academic requirements.

Courses delivered remotely may involve student participation in scheduled (synchronous) classes via web-based platforms, such as Zoom. Students unable to participate (i.e., by video and/or audio) should email their instructors to request alternative arrangements for participation in these scheduled (synchronous) classes.

Students are required to be available for all tests, midterms and exams that are listed in their course syllabus and scheduled by their instructor or the Office of the Registrar. Depending on their program, the instructor or the chair/director may decide on alternative arrangements for exams and tests. Normally a doctor's note or supporting documentation is not required; however, when a student's success in the course or program is in jeopardy as determined by the instructor or chair/director, documentation may be requested.

Specific SAS accommodations can be implemented for students registered with Student Accessibility Services (SAS), but it is the responsibility of the student to make these arrangements in advance as per SAS guidelines, and to discuss accommodations of due dates with their instructors.

Students can notify the Office of the Registrar of their wish to observe cultural or religious holidays during scheduled examination periods by the deadline set in the Academic Calendar. Personal travel plans are not acceptable reasons for missing tests or exams.

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