

Sustainability and Human Ecology in the Circumpolar Arctic

DEST403

Winter 2019

Monday and Wednesday 14:00-15:15

Earth Sciences Building (ES) 614

Instructor:	Naotaka Hayashi, PhD
Office:	ES820
Office hours:	Mon. and Weds. 15:30–16:30 or by appointment
Email:	Naotaka.hayashi@ucalgary.ca
Phone:	220–2964

Pre-requisites: Dest 393 or Indg 317

Course Description

The Arctic has become a lens through which to understand global concerns such as climate change, nature conservation, and energy security. An ecologically unstable Arctic poses threats not only to the future of the Arctic but to the world itself. In this seminar course, we explore the human-environment relationship in the Circumpolar North within the wider social, economic, and political context. Because of the nature of this geographical area, a major focus for this course are Aboriginal communities in the North and their power relation to the national and international arena. Through practical and empirical cases, this course explores political and environmental issues including climate change, resource extraction, local environmental knowledge, and food security in Canada's North and Greenland.

Course Goal

The goal of this course is for students to be able to consider pressing issues surrounding Arctic communities such as sustainability, equitable development, and quality of life.

Course Learning Outcomes

By the end of the course, students should be able to:

1. describe the complexity of human-environment interactions in the Circumpolar North.
2. critically evaluate pressing issues (e.g., resource development, the human dimension of climate change, etc) in the Circumpolar North in news and the media.
3. clarify the social and cultural contexts from which key issues arise (e.g., a history of First

Nations, etc.).

4. propose solutions to address key issues from a political-ecology point of view.
5. synthesize their ideas and articulate them in a form of an oral or poster presentation.

Required Readings

- Course readings will be posted to D2L (see below in the section “student presentation”).
- The Reading List for the book review assignment is available on D2L. The books are available on line or at the reserve desk at the Gallagher Library.

Reference Book

- Bone, Robert M. 2012. *The Canadian North: Issues and Challenges*. Toronto: Oxford Univ. Press.

Course Format

This course consists of six modules. Basically, each module will take two weeks to cover. In the first week of each module, I will discuss the module’s theme. A lecture agenda (a simplified version of lecture slides) will be posted to D2L before every lecture. In the second week of the module, students will give a presentation based on an assigned article or a book chapter.

Disclaimer: Studying only posted documents gives no guarantee of a good grade.

Course Schedule

Module 1. Images of the North and northern landscapes

Week 1 No class

Week 2 (Jan. 14 & 16) Lecture, “True North, Strong and Free”

Module 2. The history of Aboriginal peoples in the Circumpolar North

Week 3 (Jan. 21 & 23) Lecture, From fur trade to Land Titles

Week 4 (Jan. 28 & 30) Student presentation (articles or book chapters) regarding Modules 1 and 2

2 + 2 presentations

Module 3. Human ecology & Political ecology in the Circumpolar North

Week 5 (Feb. 4 & 6) Lecture, Indigenous ways of understanding the environment (“Indian Fires”, etc.) and the nature of traditional ecological knowledge (TEK)

Week 6 (Feb. 11 & 13) Student presentation

2 + 1 presentations

Feb. 13: Explanation about how to write a book review

Reading Week (Feb. 16– 24) No class

Special Sessions

Week 7, Feb. 25 Video discussion

Feb. 27 Guest talk

Module 4. Climate change

Week 8 (Mar. 4 & 6) Lecture, the local effect of global environmental change and the anthropocene

Week 9 (Mar. 11 & 13) Student presentation (articles or book chapters)

2 + 2 presentations

Module 5. Resource management

Week 10 (Mar. 18 & 20) Lecture, Local resource management and the application of TEK

Week 11 (Mar. 25 & 27) Student presentation (articles or book chapters)

2 + 2 presentations

Student poster presentation (term project)

Week 12 (Apr. 1 & 3)

Week 13 (Apr. 8)

Final exam (in-class)

Week 13 (Apr. 10)

Assignments and Evaluation

1. News circulation assignment	5%
2. Student presentation based on an article or a book chapter	
In-class (oral) presentation	10%
Summary of the in-class presentation in D2L forum	5%
2. Book review	30%
3. Term project	
Presentation proposal	5%
Poster presentation (the making of a poster + oral presentation)	30%
Student evaluation	5%
4. Final exam (on the last class day)	10%

Important dates

Mar. 1 (13:00)	Due date for the book review assignment. Submit electronically <u>through D2L</u> . See below.
Mar. 6	Due date for the presentation proposal <u>by hand</u>
Apr. 1	Due date for the <u>in-class</u> submission of the term project (the poster)
Apr. 10	Final exam

News circulation assignment

- Search a news article online that is relevant to this course and post the URL to the forum on D2L (any day before March 26).
- In the next class, introduce the news article that you posted to D2L. Explain in 5–10 minutes why the article grabs your attention and how that is relevant to the class discussion.

Student presentation (article or book chapter)

- Readings are posted to D2L. Students choose one and decide when they will discuss their reading in the class.
- Presenters are encouraged to consult with the instructor before they present (see above for the office hours).
- For each reading, the presenter should explain the relevant background information presented in the article, the problems discussed, the central themes/objectives of the article, and the author's conclusions. Students are encouraged to refer to two to three related articles.
- Students can use a presentation format of their choice, including handouts, Power Point, and online presentation tools.
- Presentations should be 25 minutes long, and will be followed by class discussion. Two students will present per class. This means four students will discuss one module theme.
- Before or after their presentation, students will post a summary of their presentation on D2L. (If you post after your presentation, you must post within a week of your presentation.) Summaries should include: keywords, thesis, summary & supporting evidence, significant quotes, problems & critique, and related articles. ("Useful links" is an option. See D2L.)

Book review

- The book review must stay within TWO PAGES, TYPED, SINGLE-SPACED, and in 12-point Times New Roman. Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Please don't put the cover page.
- Submit an electronic file (compiled with MS WORD or LibreOffice Writer) through the 'Dropbox' on D2L. Click the 'Assessments' in the NaviBar at the top of D2L and choose the 'Dropbox' from the drop-down menu.
- Marks for late submissions will be reduced by 25% a day. In other words, an assignment submitted four (4) days late will lose all the mark allocated to the assignment.
- Students are encouraged to stay within the maximum page length, or risk a penalty. A bibliography is not included in the length restrictions.
- If you did extra research, provide a bibliography of any references cited at the end of your work. However, you do not need to include the book you reviewed in that section.
- Use APA format.
- A template for this assignment will be posted to D2L when the day approaches.
- A critical analysis requires an evaluation of the arguments made by the author, and this means you have to read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in the book's introduction. The next step is to consider what the author provides in subsequent chapters.
- A well-written book review will remind readers of the main arguments as it proceeds. The concluding chapter of the book review will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read the introduction and conclusion, and write a good review; you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical assessment requires that you assess the argument(s) and comment on whether you think the book meets the author's stated objective(s). This assessment is not a

simple option, but a thoughtful evaluation of how well the author has succeeded in convincing you, the reader, of the value of the argument and the evidence used to support it. Your own conclusions should also say something about what you have learned about the subject, having read the book, and what else you might want to know that was not addressed in the book.

- As you read, it is useful to carry on a “dialogue” with the author, asking yourself if you agree with what is being said, or whether something is missing. You will need to say something about the author’s relationship with the subject, and about his/her methods. In some cases, you will have to be a detective to find out what you want to know.
- You must indicate how the issues covered in the book relate to the themes covered in the course.
- Correct spelling is important. Use a dictionary and a computer spelling and grammar checker. Create a draft of your review, and then look at it again a day or so later. When you do a second draft, make sure that the ideas flow coherently from one another. Move text around if you need to. Weed out repetitive words and phrases. Vary the length of sentences. Read the review aloud, to see how it flows. The final product will reflect the care you have put into its creation.
- If you wish, you may use the first person. Use the active voice as much as possible.

Term project

- Students will explore one theme regarding the Circumpolar North, such as climate change, resource management (e.g., fishing and forestry), resource development (e.g., mining, the oil and gas industry), or food security security.
- A poster presentation proposal must be submitted by the due date (see above). Write down your idea in one paragraph with fewer than five (5) references. In other words, you only need to submit a one-page paper.
- The final product will be a poster presentation. Students are expected to use a tri-fold display board (36” x 48”) (about \$7 at MAC Hall). Other options are 28” x 40” and 24” x 38”.
- During the in-class presentation, students evaluate each other’s poster and submit their evaluations to the instructor.

Final exam

- The final exam is long-answer and essay type format. Exam questions will be derived from lecture and the summaries that students post to D2L.

Grading Scheme

A+	100–94.9%	A	94.8–89.9%	A-	89.8–84.9%
B+	84.8–79.9%	B	79.8–74.9%	B-	74.8–70.9%
C+	70.8–66.9%	C	66.8–62.9%	C-	62.8–58.9%
D+	58.8–54.9%	D	54.8–49.9%	F	49.8% and below

Exams

Test re-writes will not be offered except for valid and documented medical and family emergencies. Non-academic activities, such as vacation plans and heavy workload are not valid reasons for missing an exam. Course appeals (grades, missed exams) have to be made in writing. Students unable to write an exam must inform, as soon as possible, the instructor (by email or phone) or a personnel in the main office (Department of Anthropology and Archaeology, number: 220- 6516) about their situation. A proper documentation must be provided within four (4) business days of the exam. A make-up exam, deferred or early, may be different in content and/or format from the original exam.

Email Policy

Please include the word "DEST403" in the title of any email message. Please write everything you need in one message. I appreciate concise and appropriate email messages. I will attempt to respond to emails in a timely fashion, that is, within two working days. However, responses may take longer depending on the volume of messages I receive. In other words, please don't send an email about an exam an hour before and expect a response. Also, general questions regarding the course outline, exam formats, and so forth can be addressed in the D2L [forum](#); other students are likely to have the same questions, and can find their answers here.

Conduct in Classroom

All cellphones must be turned off during class time. If you expect to receive a call, sit by a door and leave the room in a non-disruptive manner prior to answering. I encourage note-taking during lecture. Laptop computers are allowed for note taking as long as the use of computers does not interfere with lecture and/or class discussion. Anyone who distracts the class will be asked to leave and will not be allowed to use computers again in class. Please note, not only is this distracting to you, most importantly it is distracting to the students around you (who see everything you are doing) and your instructor.

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
 - a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>