

Geography of the Arctic Region
 Geography 3671/Anthropology 3813/Northern Studies 3671
 Winter 2016

Instructor: Dr. Mitchell Taylor, mktaylor@lakeheadu.ca

GA: TBA

Office hours: Drop In RC 2006H M-Th, or by appointment

Course Description:

Prerequisite: Geography 1120 or permission of the instructor

An exploration of the commonalities and differences between the various countries and other transnational and national sub-regions of the Arctic and Antarctic with an emphasis on physical environments, natural resources, conservation, indigenous peoples and international concerns.

Meeting Times: T/TH: 10:00-11:30 AT 2004

Course Resources: See D2L Website for this course

Readings as assigned and from:

Boone, R. 2012. *The Canadian North: Issues and Challenges* 4th Edition. Oxford University Press. Ontario, Canada. 326 pp.

Sugden, D. 1982. *Arctic and Antarctic, A Modern Geographical Synthesis*. Totawa, New Jersey, U.S.A.: Barnes and Noble Books.

Date	Theme	Class Topic	What is Due?
Jan 5		Introduction to course	
Jan 7	Physical Geography and Basic Knowledge	Lecture 1 Definitions, Gazetteer Nunavut	Pielou Ch 1 Sky
Jan 12		Lecture 2 Terrestrial Env., Gaz. Europe, NWT, Yukon, Arctic Ocean	Sugden Ch 4 Glaciers
Jan 14		Lecture 3 Marine Env. , Gaz. West Russia and Alaska	Bone Ch2 Physical Base pp23-46 qu 1-5 at end
Jan 19		Lecture 4 Gazetteer East Russia, Greenland and Lecture 5 Antarctica	Bone pp 46-end, qu 6-10 Outline Due
Jan 21		Quiz 1 (Maps and Physical Geography)	
Jan 26	Human History and Adaptation to the Arctic: Examples from	Lecture 6 Early Human Adaptation to the Arctic	Rowley-Conly 1999
Jan 28		Lecture 7 European Explorations and Encounters	
Feb 2		Lecture 8 Greenland 1	McGovern 1980

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Feb 4	Greenland and Russia	Lecture 9 Greenland 2 Colonial and Modern Greenland	Møller 2011
Feb 9		Lecture 10 Russia 1 Intro	Crate and Nuttall 2003
Feb 11		Lecture 11 Russia 2 Settler Pop.	Thompson 2002
Feb 16-18		Reading Week	
Feb 23		Lecture 12 Russia 3 Indigenous Issues	Dallmann et al. 2011
Feb 25		Quiz 2	
Mar 1	Arctic Today: Life, Identity and Landscape	Lecture 13 Contact Traditional Period in Canadian Arctic (~1900-1960): Movie Day!	Term paper Due
Mar 3		Lecture 14 20 th C and creation of Nunavut	
Mar 8		Lecture 15 Identity for Inuit peoples	Légaré 2002
Mar 10		Lecture 16 Cultural Landscapes in the Canadian Arctic	Collignon 2006
Mar 15		Lecture 17 Wildlife management: Polar Bears	Dowsley and Wenzel 2008
Mar 17		Lecture 18 Looking to the future? Economic development and Culture as a Resource	Dressler
Mar 22		Lecture 19 Holocene implications for climate change	Paper 3 Due
Mar 24	White Paper Presentations		White Paper Presentations
Mar 29			White Paper Presentations
Mar 31			White Paper Presentations
April 5		Review and Contingency	White Paper Presentations

Evaluation

Map Cartography and Map Quizzes	10%
Quizzes/Homework	25%
Final Exam	35%
Outline (3%), White Paper (20%) and Presentation (7%)	30%

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Arctic Regions Case History Practicum: The case history practicum will consist of three components that will be evaluated: Outline, Power-Point Presentation, and Final Paper. The topic will be the student's choice of a current conservation issue. The practicum will involve researching/documenting the issue, examining/evaluating current conservation approaches to the issue, discussing the root causes of the issue, the constraints to mitigating or resolving the issue, and providing a **practical** action plan that discloses both the costs and benefits of whatever you suggest.

The format should be what is sometimes termed a "white paper". A **white paper** is an authoritative report or guide that informs readers concisely about a complex issue and presents the issuing body's philosophy or position on the matter. It is meant to help readers understand an issue, solve a problem, or make a decision. An example of a white paper is on the Precautionary Principle is included in Resources of the D2L site. For greater clarity, an essay on some topic is not acceptable. It is not enough to draw attention to some issue and conclude that action is necessary. You are to provide a balanced and objective summary of an arctic (or polar) issue, and also provide a practical and progressive action plan from a Canadian perspective to address the issue. In short, you present and defend a thesis. What is your issue? Why is it important (document the problems). What can and should be done about it (action plan).

Topics should be selected by the end of the second week of class. An outline must be submitted by the end of the third week of class so that we can confirm an approach that will be successful. The outline should provide the blueprint for the paper, in proper outline format. A description of what constitutes a proper outline is contained in the Resources directory on D2L, and you are required to follow that style is required. The most common error in choosing a topic is to identify something that is too general for our timeframe. Please keep the scope of your paper to something that is manageable for our time frame (one term) and our page limit (10 pages maximum).

A critical part of the assignment is to learn how to make and use an outline and how to write a properly documented professional paper. By properly documented I mean that you must restrict your information to what is provided by a properly reviewed scientific paper, or from actual data (records), or from a logical argument. A conspiracy theory from Joe-Billy's Anti-government.com Web Site might be entertaining, but without documentation ... it is not a good source. The web is a useful source of information as long as you remember that nothing on the web has to be true. It is OK to lie on-line, and people do it all the time to influence your behavior. The web is also the most efficient route to the library these days, so I am not saying not to use the web. I am saying that providing a url for information is not the same as referencing a peer-reviewed scientific journal. Be critical of all your sources, but it is better to use the web to find the references to the primary literature than it is to trust Joe Billy because he seems sincere. A guide to how the citations are to be written is provided on D2L. Questions are welcome. I know this will be the first time many of you have written an outline or a white paper, so don't be shy about asking if anything is unclear. The due dates for the outline and paper are indicated in the course calendar.

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The final portion of this assignment is to provide a 10 minute presentation (power-point) on your arctic (or polar) issue. Depending on time available, you may also be asked to lead a brief question and answer session on your issue. Presentations are scheduled for the last 2 course periods, but can be given anytime during the term by prior arrangement. Information included in student presentations may be included in quizzes or the final exam. Students will provide digital copy of their presentations.

Papers

Papers 1 and 2 are case studies of a particular problem in one region of the Arctic. Paper 3 combines the 2 case studies and provides comparison of the two regions and analysis of the problem, then offers some solutions. The purpose of having this 3-paper format is to provide students with the opportunity to improve their writing from papers 1 and 2, so that paper 3 is a polished senior undergraduate paper.

Deferred Examinations and Assignments:

Please regard class as a series of appointments that have been arranged to facilitate teaching and evaluation for Arctic Regions. I do not take roll or penalize individuals who do not attend, but you must take all quizzes and do all exercises and homework during our regularly scheduled class time. Assignments are accepted on or before the day that they are due. Missed quizzes, missed exercises, and late assignments will be counted as late unless prior approval is provided (email message or hard copy) or appropriate documentation for University approved absence is provided. Approved absence includes illness (medical practitioner certificate), varsity sports (letter or email message from coach), or personal/family emergency (documentation of circumstance). Scheduling conflicts with other courses or other activities are not considered an approved absence. Absence due to participation in scientific meetings or field trips associated with other courses will be considered on a case by case basis.

Late Penalties

Assignments turned in late (after 5:00 pm the day they are due) will be docked 10% a day on your grade for the assignment. Presentations that are not given on the day assigned will receive a 0 grade unless arrangements are made beforehand with the professor.

Assigned Readings

Readings and homework questions will be posted on D2L

Homework will sometimes be collected to contribute to your participation mark. Please bring a hard copy of it to class each day.

Any material covered in readings or lectures can appear on any exams..

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What Will I Gain from this Course?

Factual Content

Topics covered in this course will include physical geography, biological features, human histories, (including both the indigenous cultures and the exploration, exploitation and colonization of the areas by Europeans and North Americans), as well as modern concerns such as migration, resource exploitation, geopolitics, and identity.

Skills Content

Students are expected to develop critical thinking skills and communication skills through research, writing, presenting and discussing. Students will work alone and as members of groups and are expected to participate in class activities. Studies have shown that students who are taught in an interactive fashion and who actively participate in classroom activities learn better. Homework readings will be accompanied by study questions which students are expected to complete before the next class. In this way, you will be better prepared to participate in class and engage with the material.

Communication skills are crucial to your professional development, regardless of your field. Yet many students are frightened of giving presentations and many employers complain that newly hired workers are woefully inexperienced in developing and presenting information. Further, many undergraduates are not proficient at writing skills. In this course, we will try to work on these vital skills. All students will be involved in creating power point slides for presentations and will be part of group presentations. Students will also have the opportunity to present individually. Students will also have small written assignments to give them the opportunity to master basic skills such as proper referencing, before completing their term paper. This course aims to help you develop your communication skills in a friendly, supportive environment. If you have any concerns, please talk to me (mktaylor@lakeheadu.ca).