Course Description

While Canada and Canadians have always viewed this country as a northern nation, the question today is: what exactly does that mean? While different Canadian governments have, at different times, tried to address our Arctic sovereignty issue, the question as to the reach of Canadian sovereignty remains at play. Now environmental change along with new governance mechanisms (i.e. Arctic council and the Inuit Circumpolar Conference, etc...) and the increasing prospect of offshore drilling for oil and gas resource along with the potential for increased travel across the Arctic region are once again drawing attention to the circumpolar region. Additionally, the settlement of land claims and growing geo-political strength of indigenous peoples in the circumpolar world is further complicating the issues of governance and the potential debates concerning extraction in the region. Finally, the increasing presence of the military and the focus on security in the region remind us that the north is an area of strategic importance. Many important questions and concerns have been addressed about the domestic impact of these shifts, but the changing role of Canada in the Arctic community is in need of greater examination.

Required Texts


Journal Articles: Each of the journal articles listed in the week’s readings can be accessed through York University library e-resources or found via the internet.

Recommended Text

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Reading Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation Team Presentation</td>
<td>30%</td>
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<tr>
<td>Paper proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Learning Objectives:

1. Develop an understanding of Canada’s role in the Arctic and the key issues that inform national policy.
2. Develop critical thinking skills and writing skills
3. Enhance communication skills through class and seminar discussions
4. Identify and describe the circumpolar nations and their key concerns
5. Enhance research skills and team skills through Arctic council simulation

Communication policy:

All course information and any changes to the course program or syllabus will be communicated to you and posted on the course moodle website. Please check your YORK email regularly for updates.

Course Assignments and Evaluation

Participation

A seminar-style format, participation is a required expectation of successful performance in the course. Students are expected to have completed the required readings and to demonstrate that familiarity through class discussion. The instructor will test student familiarity with key concepts and terms each week. If a student misses a class they can submit a 1-2 page review and critical analysis of the readings to receive the weekly participation grade.

Critical Reading Assignment: 14 October

This short paper assignment of 3-4 pages will demonstrate students’ critical reading strategies of academic articles. Selecting one of the academic pieces assigned in the course, students will break down the academic writing to identify the argument, any subordinate arguments, the theory being utilized as well as assess the evidence used to support the claims being made. Note: At university, to be critical does not mean to criticise in a negative manner. Rather it requires you to question the information and opinions in a text and present your evaluation or judgement of the text. For a resource refer to: https://ctl.utsc.utoronto.ca/twc/sites/default/files/CritReview.pdf
**Simulation: 18 November  (Statement Due: 28 October)**

Students will be assigned to a team and will be required to work with that team to prepare for their simulation – a mock treaty negotiation at the Arctic Council by the member states. The mark for this assignment will be determined by preparation and participation. Students are required to prepare a 2-3 page briefing paper that outlines the team’s opening statement for the simulation – DUE in class 28 October. To assess their participation, each student will be asked to provide (due the day of the simulation) a short summary identifying the work they contributed to the group as well as that of their fellow team members and their sense of the value of the exercise.

**Final Paper: 8 December  (Proposal Due: 4 November)**

In a 10-15 page essay, students will select a question (to be developed over the course) and develop their own argument through an informed and balanced analysis of the existing debates on the subject. Students are expected to critically engage different views to answer the question. Students should build on the knowledge they have accumulated during the course and rely extensively on scholarly sources like journal articles and academic books and use popular sources like newspapers sparingly.
## Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Sept 9</td>
<td>Introducing the Canadian Arctic</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 16</td>
<td>History: Indigenous Peoples in the Arctic</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept 23</td>
<td>History: Canada and Arctic Sovereignty</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sept 30</td>
<td>Politics: Russian and Danish claims</td>
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<tr>
<td>Week 5</td>
<td>Oct 7</td>
<td>Politics: American claims</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct 14</td>
<td>Politics: Arctic Cooperation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct 21</td>
<td>Economic Interests: Oil and Gas</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 28</td>
<td>Economic Interests: Northwest passage</td>
</tr>
<tr>
<td>Week 9</td>
<td>Nov 4</td>
<td>Social Interests: Political rights and social disarray</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nov 11</td>
<td>Social Interests: Environmental Concerns</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov 18</td>
<td>Simulation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov 25</td>
<td>End of Term Wrap Up and What is the Future for Canada and the Arctic?</td>
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</table>
Course Policies

Academic Integrity
The university takes very seriously infractions of academic integrity, including plagiarism, impersonation and cheating on exams. York’s policies on plagiarism can be found at: [http://www.yorku.ca/tutorial/academic_integrity](http://www.yorku.ca/tutorial/academic_integrity). Students who are in doubt as to what constitutes plagiarism in a particular instance should consult with their TA or professor. For additional insight on the issue, see Margaret Proctor’s “How Not To Plagiarize,” available at [http://www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html).

Late penalty
There will be a late penalty of 5% per day on all late papers (including weekends). All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6th floor). Papers will not be accepted via email or fax. Under no circumstances should papers ever be slid under office doors.

If a student falls ill, they MUST contact the instructor AND tutorial leader as soon as possible to avoid incurring late penalties. Papers simply submitted after the due date with a medical certificate attached, are NOT acceptable. Consideration for late submission must be obtained from the tutorial leader. The final decision regarding appeals and late penalties rests with the professor. [www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf](http://www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf)

Special Needs
Students who encounter extenuating circumstances during the term that may interfere with their successful completion of exams or other course assignments should discuss the matter with their tutorial leader or course instructor as soon as possible. Students with physical, psychiatric or learning disabilities may request reasonable accommodations in teaching style or evaluation methods, as outlined in Appendix A the Senate Policy on Students with Special Needs. They should advise the director at the earliest opportunity, so that appropriate arrangements may be with the assistance of the Office for Persons with Disabilities, the Counseling Development Centre or the Learning Disabilities Program.

Electronic Devices
The use of electronic devices- i.e. cell phones, laptop computers, cameras, etc. – is restricted to lecture-purposes only. While convenient, such devices can be distracting and impair the learning environment, not just for the immediate user but also for those around them. While some students take notes on a computer others are engaged in texting, updating Facebook or using other social media. As every student must commit to giving the course and its material their total attention, the use of electronic devices is restricted and may be denied if used for inappropriate (re: not classroom) purposes.
Lecture/Reading Schedule

**WK 1 9 September**  Introduction to the course and the Canadian Arctic

1. Difference between boundaries and borders
2. Where are the key areas of contestation
3. Citizenship and sovereignty
4. Geopolitics and nationalism
5. Social implications of climate change
6. Traditional knowledge of the Inuit
7. Traditional knowledge in policy development

Byers: Introduction and bookmark and familiarize self with Recommended websites listed on pages 165

**WK 2 16 September  History: Indigenous Peoples and Inuit concerns**

Byers, Chapter 7


Coates et al.: Chapters 4-5, Conclusion


**WK 3 23 September  History: Canada and Arctic Sovereignty**

Byers: Chapters 1


WK 4 30 September Politics: Russian and Danish Claims

Byers, Chapter 2: Who Owns Hans Island?

Dodds, Klaus. 2010. “Flag planting and finger pointing: The Law of the Sea, the Arctic and the political geographies of the outer continental shelf”. Political Geography: 29.


WK 5 7 October Politics: American Claims

Byers, Chapter 3: An Ice-Free Northwest Passage


WK 6 14 October Politics: Arctic Cooperation

Byers, Chapters 5-6


WK 7 21 October Economic Interests: Oil and Gas


**WK 8 28 October Economic Interests: Northwest Passage**

Byers, Chapter 4: The Northwest Passage in Contemporary Policy


**WK 9 4 November Social Interests: Political rights and social disarray**

Byers, Appendix II: Model Negotiation on Northern Waters


**WK 10 11 November Environmental concerns**


Nunnimen, Lotta. 2010. “Breaking the Ice: Can environmental and scientific cooperation be the way forward in the Arctic?” Political Geography. 29.


**WK 11 18 November  Arctic Council Simulation**

**WK 12 25 November  Review and Future for Canada in the Arctic**


Sands, Christopher. 2009. “Canada's cold front: Lessons of the Alaska boundary dispute for Arctic boundaries today” International Journal 65:1

December 8  Hand in Final Paper (in the drop box of the Department of Political Science- closes promptly at 4 pm! Any papers stamped with a time/date beyond this will be considered late and subject to penalty.)
SIMULATION: A MEETING OF THE ARCTIC COUNCIL

The situation:

Canada has experienced an unusually warm winter and the northwest passage has not frozen over. The other Arctic nations have decided to begin transporting goods across the northwest passage. Has a crisis finally emerged? The issue is brought before the Arctic Council.

Members of the Arctic Council:
- Canada
- Denmark (including Greenland and the Faroe Islands)
- Finland
- Iceland
- Norway
- Sweden
- Russian Federation
- United States of America

The assignment:

We will use a simulation to explore the challenges of current diplomacy and functioning of the Arctic Council. The purpose of this simulation is to help you appreciate

(1) what is at stake for the Arctic nations and indigenous peoples; and
(2) the interaction of agendas and political/economic/social resources that shape settlements/agreements (or prevent the reaching of agreements) when governments and Aboriginal peoples negotiate these issues

The simulation will take place during class (see course syllabus for dates).

Each student will play a role in the simulation. You will form part of the team representing a specific Arctic nation. The teams will be assigned randomly through a computer-generated program. There is a chance that you will represent either a nation state or an international indigenous group.

NOTE: the simulation involves a hypothetical situation. It is not relevant, therefore, to include particular amounts of land and money in the briefing note for
the simulation. You should, instead, focus on the reasoning to be used in deciding your position and offer in response to a claim.

Your responsibilities include:

1) researching the goals of the negotiating state you represent
2) preparing an opening public negotiating statement that is to be submitted to the professor. This statement, which should be no longer than three (3) pages, is the first move in the simulation. It should take the form of a BRIEFING NOTE to your respective minister. It should also set out:
   a. in the order of priority that you give them, the specific provisions that you believe best advances the interests of the state for whom you are negotiating and that are reasonable in the overall context of the negotiation.
   b. It also provides the rationale that is intended to persuade the other states of the reasonableness of what the negotiating statement seeks.
3) during the simulation:
   a. briefly introduce your nation’s position (this should not take any longer than 5 minutes as your opening statements will be duplicated and distributed to the class prior to the simulation)
   b. negotiate to resolve the differences among the positions to produce an agreement as favorable as possible to your group. This may involve:
      i. critiquing the positions of the other negotiating teams
      ii. responding to critiques of your own positions
      iii. seeking compromises or tradeoffs in order to achieve your goals for your team
4) following the simulation:
   there will be discussion in the following class in which teams will explain the reasoning for the positions they took during the simulation.

SIMULATION DAY:
Opening statements will occupy the first 15 minutes of the session. What happens thereafter is the essence of negotiations. There are no rules as to who speaks first and who next. Do note: Canada is the current chair of the Arctic Council and will act in that capacity. However, having said that, each team should develop a strategy that seems likely to cause the others to agree with its positions, starting with the issue that is most important for that team, or to build some consensus among the various teams’ positions that will meet its basic goals. Thus participating in the simulation involves both understanding your goals, and developing and implementing strategies for pursuing them. The measure of your success will be how much better off your group is after the negotiation than it was before.
NOTE: I am happy to meet with negotiating teams prior to the simulations to offer comments on preparations and concerns. You should consider this to be a negotiation in the spirit of the game of Risk—rather than a debate.

As with all your class sessions, you will prepare for the simulations by reading the assigned items in advance. You should also seek out to learn more about the policies and positions of your Arctic nation. Participants will obviously need to prepare more intensively.

**Please note: your fellow students may be playing roles in the simulation that may require them to advocate positions that they do not personally support. Therefore, please do not attribute to them or judge them by the arguments they are making while playing their roles.

GRADING: Simulation = 30%

It is difficult to grade group projects because the group’s final product will probably not reveal possible differences in the quality of the contributions of the various members of the group. Both possible responses to this problem—giving all members the same grade or differentiating among them—pose risks of unfairness. To minimize this risk, my grading approach will be to grade based on the following criteria:

1) Briefing Note provided prior to simulation
2) Participation of students during simulation and in the follow up discussion
3) A short paragraph that each group member will write, to be handed in on the day of simulation, describing
   i. His/her contribution to the group preparation for simulation
   ii. Overall division of labour among the members groups
   iii. Comments on the lessons or overall value of the exercise.
Useful Information

A. EMAIL

What is the professor's email address?
NO queries pertaining to class material, assignments or exams will be addressed via email. Students are ENCOURAGED to drop by and visit the professor during regularly scheduled office hours or to make an appointment.

B. ESSAYS

Where do I hand in assignments?
Papers are due IN CLASS unless otherwise specified in the course syllabus or directed by the professor.
Any paper handed in after class will be considered late.

What if I hand the paper in late?
Unless a student provides medical documentation there will be a late penalty of 5% per day on all late papers (including weekends) UNLESS other arrangements have been made PRIOR to the deadline and authorized by the professor.

All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6th floor).
Papers will not be accepted via email or fax – so do NOT send any papers via email or fax.

What if I need an extension?
NO extensions will be granted UNLESS there are extenuating and important medical grounds that exist and are substantiated with the provision of a medical certificate. Please see the professor PRIOR to the due date for this kind of consideration. Students are expected to organize their time appropriately to ensure deadlines are met.

What if I am unhappy about the grade I receive on a paper?
If you feel that the mark you received does not reflect the quality of your work you must arrange to meet with the professor to discuss your concerns. Students that wish a reread and/or remark must submit a 1 page letter explaining the students concerns and addressing the comments provided on the paper. Please note that grades may be raised OR lowered in a reread.

What if my computer loses my essay or doesn’t print?
It is your responsibility to safeguard yourself against computer or printer failures. The easiest way to do this is to backup your work onto an external disk on a regular basis. This step will protect against hard disk crashes or general computer failures, and will make it easy to transfer your file to another computer.
should your printer fail. Computer failures, hard disk crashes, and printer breakdowns will not be accepted as valid excused for late essays.

What if I get sick?
You must contact the instructor within 72 hours or 3 days of the exam AND a UNIVERSITY medical note must be provided.
YOU NEED TO HAVE YOUR DOCTOR FILL OUT THE YORK UNIVERSITY ATTENDING PHYSICIAN STATEMENT WHICH CAN BE FOUND AT:

www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf

THIS FORM SHOULD THEN BE PRESENTED TO THE PROFESSOR AT THE EARLIEST POSSIBLE OPPORTUNITY (i.e. consider having a friend or relative drop it off to the Professor at the Department of Political Science Office on campus).

D: COMMUNITY

How do I find out about political science events?

All Political Science majors should subscribe to the Departmental E-mail list that will post announcements about job opportunities, special events, career information and scholarships and awards. To subscribe, follow the instructions on the Department website at; www.arts.yorku.ca/politics, click on Undergraduate Studies, and follow the instructions to: JOIN POLS ANNOUNCE.

For more information students should consult the following web links:

http://www.yorku.ca/yorkweb/currentstudents/coursesandenrolment/index.html

http://www.registrar.yorku.ca/services/petitions/freq.html
ESSAY/RESEARCH PAPER STYLE SHEET

INTRODUCTION: 1 pg

Introduction: Introduce topic

Question:

Thesis: This paper will argue THAT ________ BECAUSE …………

Map: To prove this, this paper will consider (a) (b) and (c)

BODY:

Part I: A: POLITICS 2 pgs

Intro Body
Conclusion

Part II: B: ECONOMICS 2 pgs

Intro Body
Conclusion

Part III: C: SOCIAL 2 pgs

Intro Body
Conclusion

CONCLUSION: 1 pgs
-summarize key points and conclude argument

TOTAL PAGE COUNT: 8 pgs
Simulation Evaluation

Name of student: ____________________________________________

Nation in simulation:

<table>
<thead>
<tr>
<th>Task</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Group Briefing Paper</td>
<td>/10</td>
</tr>
<tr>
<td>Simulation Participation</td>
<td>/10</td>
</tr>
<tr>
<td>Simulation Write-Up</td>
<td>/10</td>
</tr>
</tbody>
</table>

TOTAL: /30

Grade:

Letter Grade:

COMMENTS:
BOOK LIST:


Byers, M. 2013. International Law and the Arctic.


Lackenbauer, P.W. 2013. The Canadian Rangers: A Living History


Zellen, B.S. On Thin Ice: The Inuit, the State, and the Challenge of Arctic Sovereignty.

JOURNALS:

Arctic

Polar Geography

OTHER:

Northern Public Affairs