



**Carleton University, Department of Geography  
& Environmental Studies**

Winter 2010

**GEOG 4022A: Seminar in People, Resources and Environmental Change**

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**Catalogue Description (from Academic Calendar)**

A selected topic or field of inquiry concerning natural resource use and environmental change.

**Course Overview (Instructor's additional description)**

This small group seminar will discuss and analyze notions of environmental governance and sustainability, using the Canadian North as a case study. The complex interconnections of governance policies and structures, economic development, and northerners' health and well-being make this region a particularly intriguing and dynamic focus. These issues are also intertwined with national economic development strategies, sovereignty claims, and Aboriginal rights assertions. Added pressures of environmental change (due to climate change, and impacts of economic development) are also increasingly challenging northerners, and governments at all levels, to develop innovative adaptive strategies to ensure sustainable livelihoods and lifestyles, and to engage in current political, economic, and social debates. Through independent research and participation in seminar discussions, students will learn about the northern dimensions of social and economic development, environmental sustainability, and governance, and why this is important in a national and international context.

**Prerequisites**

GEOG 3022 and fourth-year Honours standing in Geography or permission of the Department is required to register in this course. *It is also an asset (although not required), to have some background in or familiarity with northern issues in Canada, such as having taken GEOG 3501 or a related course in another department.*

**Instructor**

**Gita J. Laidler, Ph.D.**

Office: A325 Loeb Building

Office Hours: Wednesdays 12:30 - 2:30pm, or by appointment

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**Communications**

Wherever possible course content, supplementary materials, lecture outlines, readings, and any additional information will be posted and communicated using **Carleton WebCT**. You are also strongly encouraged to use the online discussion tools to ask questions and receive feedback. However, please note that WebCT email will NOT be used for email communications, **ONLY the connect mail** account of the Instructor will be monitored for class correspondence, so please include the course number in the subject line of any course-related emails (i.e. GEOG4022 - subject of email). *I will do my best to respond promptly, but emails or WebCT discussion questions received beyond regular weekday hours (9am - 5pm) will be addressed on the next working day - so plan your correspondence accordingly.*

**Lectures/Seminar Discussions**

**3 hours weekly**      Time: Thursdays, 2:30 - 5:30pm    Room: A620 Loeb

**Learning Objectives**

The main goal of this course is to introduce various interrelated aspects of environmental governance and sustainability in the historical, social, cultural, economic, and political context of the Canadian North. Students will learn about:

1. Aboriginal and public governance
2. Social and economic development
3. Environmental changes
4. Implications of the above three for:
  - a) environmental and resource management
  - b) social and economic prosperity
  - c) decision-making within different regional, territorial, and federal jurisdictions
  - d) national sovereignty
  - e) international dimensions

**Method of Instruction**

- Lectures
- Seminar discussions
- Audio/visual presentations
- Engagement with course materials, assignments, and class discussions

**Readings**

Course Text: Abele, Frances, Courchene, Thomas J., Seidle, F. Leslie, and St-Hilaire, France. (Eds.) (2009) **Northern Exposure: Peoples, Powers and Prospects in Canada's North**. Ottawa: The Institute for Research on Public Policy.

*The course text is available at **The Carleton University Bookstore**, from the publisher directly (see WebCT "Readings" and "Web Links" for more information), and on reserve at MacOdrum Library. Additional required and supplementary readings or related materials will be made available online through WebCT or on reserve at the Library.*

The readings are meant to complement lecture materials, and in some cases provide more in-depth perspectives on topics presented in class. Be sure to complete required readings as suggested, in order to get the most out of class discussions.

**Evaluation**

	<b>Reflection Papers (25%)</b>
DUE February 11	Reflection Paper #1 (5%)
DUE March 11	Reflection Paper #2 (10%)
DUE April 1	Reflection Paper #3 (10%)
	<b>Term Paper (40%)</b>
DUE February 25	Term paper proposal (10%)
DUE April 7	Term paper (30%)
	<b>Poster Presentation (20%)</b>
DUE April 1	
refer to WebCT schedule	<b>Seminar Presentation (15%)</b> ( <i>selected dates/topics must be made by January 21</i> )

**Reflection Papers** - Students are asked to critically reflect on the three thematic foci used to discuss people, resources, and environmental change in the context of issues, approaches, and challenges experienced in northern Canada. Reflections should be based on course reading materials, lectures, student presentations, and class discussions, for each of the themes/weeks identified. You are encouraged to clearly express and justify your own opinions on the issues, while also using class discussions, readings, and additional references to support your arguments either for or against opinions expressed in class or course readings. These are short writing pieces, but should be concise, thoughtful, and convincing.

1. **Reflection Paper #1** - Aboriginal and Public Governance (Discussions/Readings Week 4 & 5)
2. **Reflection Paper #2** - Social and Economic Development (Discussions/Readings Week 6, 8 & 9)
3. **Reflection Paper #3** - Environmental Changes (Discussions/Readings Week 10, 11 & 12)

**Term Paper** - Students are expected to develop a research paper analyzing aspects of environmental governance and sustainability in the context of northern Canada, as related to course themes of governance, social and economic development, and environmental change. Students should consider narrowing their selection of an investigative focus to a specific region, type of resource, and influence/impact of environmental change (e.g. choosing a particular land claim region, resource development project, and related implications of climate change or development impacts). Course themes and discussions should inform your paper, along with significant research using peer-reviewed publications, government reports, Aboriginal organization publications, economic or business reports, etc. It is suggested to develop your paper around the topic selected for your seminar presentation as a way to maximize the efficiency of your research efforts. Despite choosing a specific case to investigate, all course themes should be integrated into your research and analysis. You will be evaluated on the planning and content of an initial proposal (including a defined research question, a detailed paper outline, and an annotated bibliography), as well as on the final product.

**Poster Presentation** - Using course readings, lectures, seminar presentations, class discussions, and your term paper research, students are asked to critically evaluate **Canada's Northern Strategy** put out by the Government of Canada in 2009. You are expected to develop a poster that evaluates each of the major elements of the strategy, as well as outlining suggested ways that each could potentially be addressed within the context of the region/development/environmental change investigated in your term paper. The poster is intended to communicate your research ideas to a government or northern decision-making audience, and to be presented briefly in a class symposium at the end of the term.

**Seminar Presentation** - Each student is expected to select one of the weekly course topics (that may or may not be related to their term paper research) and to help lead the seminar that week. Students will select one journal article that they feel effectively represents one of the potential discussion topics for the week, or provides an innovative or controversial take on a relevant debate, upon which to base their presentation and class discussion. Depending on final course enrollment, there will be 2 - 3 students doing a seminar presentation in each of the weeks identified in the Course Schedule. For each student, this will consist of:

- identifying a journal article that will contribute to course readings for the week you are leading the seminar
- notifying the Instructor and your classmates of the selected article the class **BEFORE** you are scheduled to present - *articles should be available electronically through the Carleton Library System, and full bibliographic details should be provided in order to post on WebCT*
- doing a 15 minute presentation in the scheduled seminar, providing an overview of the article and preliminary analysis
- providing a number of discussion questions, and helping to lead a half hour class discussion about key issues related to the weekly theme, as well as other course themes

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 assignments are due at the **start of class**, on the date indicated in the **Evaluation** section.
- **Late or missed assignments will not be accepted**, unless you have documented extenuating circumstances or you have previously requested academic accommodations (see relevant sections below).

**NOTE**: All assignments must be handed in directly to the Instructor (**email or drop box submissions will NOT be accepted unless pre-arranged with the Instructor**). Students assume all risk for lost or missing materials, so be sure to **keep a back-up electronic copy** of all assignments.

Academic Dishonesty: Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism. Students should be familiar with the University's **Academic Integrity Policy** ([http://www2.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic\\_integrity\\_policy.pdf](http://www2.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)), and do not hesitate to speak with your Instructor if you have any questions - **BEFORE** handing in the assignment in question.

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 **to the Instructor IN PERSON** (i.e. during office hours or by scheduled appointment) 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 seminar or poster presentations must be accompanied by the same documentation, using the same protocol outlined above, and will result in the re-scheduling of the presentation, or alternative arrangement, depending on the scheduled timing. *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 or presentation will be zero.**

Requests for Academic Accommodations: Please inform the Instructor if you have any accessibility or academic accommodation issues that may require alternative teaching or examination considerations. For **students with disabilities**, contact the Paul Menton Centre (613-520-6608, [http://www.carleton.ca/pmc/students/acad\\_accom.html](http://www.carleton.ca/pmc/students/acad_accom.html)) to obtain the necessary letters of accommodations. For **religious observances** or **pregnancy**, consult with equity services ([http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)), or an equity advisor (613-520-5622), to obtain the necessary letters of 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 and TAs are 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 presentation or assignment deadlines.*

*As you are probably aware, there is a risk of a flu pandemic this flu season. In the event of a pandemic flu outbreak we may need to modify the course delivery and/or deadlines and/or assignments as they are currently outlined in this syllabus. Specific details will be provided to you if this becomes necessary.*

**Scheduled Lectures, Readings, and Assignments (Winter 2010)**

Week	Date	Lecture Topic	Readings*	Assignments
1	Jan 7	Course overview and expectations		
2	Jan 14	Governance, sustainability, environmental management...defining & discussing terminology	articles	• Seminar presentation assigned
3	Jan 21	Connecting people, resources, and environmental change in the Canadian North	articles p. 3 - 68	• Term paper and poster presentation assigned • Select presentation dates/topics
4	Jan 28	<b>Aboriginal and public governance</b>	p. 187 - 231, 267- 278, 283 - 316, 345 - 372	• Paper/poster work session
5	Feb 4	<i>Land claims</i> - corporations, implementation, co-management <i>Decision-making</i> - jurisdictions, devolution, authority	articles	• <b>Student presentations</b>
6	Feb 11	<b>Social and Economic Development</b>	p. 375 - 393, 427 - 465	• <b>Reflection #1 DUE</b> • Paper/poster work session
7	Feb 18	NO CLASS - READING WEEK		
8	Feb 25	<i>Resource development</i> - international markets, megaprojects, environmental & social impacts <i>Sustaining local livelihoods</i> - mixed economies, supporting cultural and environmental heritage	articles	• <b>Paper Proposal DUE</b> • <b>Student presentations</b>
9	Mar 4	<i>Health and well-being</i> - health indicators, health services, holistic approaches <i>Education</i> - sustaining governance, northern benefits of economic development, and personal/communal well-being	articles	• <b>Student presentations</b>
10	Mar 11	<b>Environmental changes</b>	p. 77 - 140	• <b>Reflection #2 DUE</b> • Paper/poster work session
11	Mar 18	<i>Sovereignty</i> - international pressures linked to cryospheric change and development interests <i>Stewardship</i> - protecting environmental and cultural heritage	articles	• <b>Student presentations</b>
12	Mar 25	<i>Adaptive management</i> - policy, institutions, multi-scalar strategies <i>Dealing with uncertainty</i> - approaches, ideas, examples	articles	• <b>Student presentations</b>
13	Apr 1	<b>Evaluating/informing northern policy</b>	p. 523 - 594	• <b>Reflection #3 DUE</b> • <b>Poster presentations</b>

\*All page numbers refer to those in the course text Abele et al. (2009). Additional articles that are part of required readings will be identified at least a week prior to the class in which they will be discussed, and will be posted in the "Readings" section of WebCT along with supplementary readings that provide additional background or examples. **Check WebCT regularly for reading updates.**

*The instructor reserves the right to modify the topics and schedule during the term.*