POLI 323 Politics of the Global Arctic  
Fall 2018

**Lectures:** Mondays and Thursdays 1:00-2:20 pm  
**Location:** MAC D110, MacLaurin Building

**Instructor:** Dr. Wilfrid Greaves  
**Office:** DTB A341, David Turpin Building  
**Office Hours:** Wednesdays 10:30-12:30 or by appointment  
**Email:** wgreaves@uvic.ca

**Course Description**  
This course examines the remarkable politics of the circumpolar Arctic region, and the dynamic changes that it has experienced historically and, in particular, over the last 25 years. By reflecting on recent developments across a range of applied and academic fields – including political science, international relations, history, political economy, environmental studies and climate change, international law, and Indigenous politics – we will discuss the ways in which the Arctic reflects broader global patterns, and those in which it remains a unique region of the world.

**Course Objectives**  
The objectives of this course are threefold. The first is to provide students with an introduction to the most significant contemporary and recent political issues in the circumpolar Arctic region. The second is to examine the implications of those issues for the Arctic’s future, and to consider how developments in the Arctic affect people, communities, and states that are located far away from the circumpolar region. The third is to promote the development of students’ core academic skills, such as evidence-based research, critical thought, advanced reading, academic writing, and rigorous analysis.

**Learning Objectives**  
By the conclusion of this course, students should have developed:

- an understanding of the major issues in contemporary Arctic politics;
- an appreciation for the historical development of the Arctic as a political region, and its relationship to phenomena such as European imperialism, colonialism, and the Cold War;
- knowledge of the main actors involved in Arctic politics;
- a critical awareness of connections between Arctic and non-Arctic politics, particularly with respect to issues such as geopolitics, climate change, and natural resource extraction;
- the ability to analyze critically accounts of circumpolar politics, including those emerging from news sources, academia, think-tanks, popular culture, and government;
- core undergraduate skills such as effective writing, analysis, and argumentation.

**Course Format**  
The course consists of two 80 minute lectures per week. Students are expected to attend all classes, complete all assignments, and demonstrate active engagement with the course material. Lectures and readings are complementary, but distinct, and students are advised to complete
assigned readings before the start of the week’s lectures. Students are responsible for learning all material covered in lectures and course readings.

Course Requirements and Marking Scheme
Attendance and Engagement – 10%
Critical Reading Review 1 – 15%
Critical Reading Review 2 – 15%
Essay Outline and Bibliography – 10%
Research Essay – 25%
Take Home Exam – 25%

Attendance and Engagement (10%): Attendance at lectures is expected and is a required component of this course.

In addition, students are required to demonstrate engagement with the course material outside of class. The Arctic and the politics of the Arctic region are implicated in political, economic, and social policies and decisions of many countries and political communities around the world, and are frequently discussed in the news and by policymakers. The engagement portion of this course can take many forms, including but not limited to: discussing course material with the professor during office hours; emailing the professor with a news article or other type of media that is relevant to the course material, including a description specifying how the student sees the two as connected; attending or participating in an event relevant to the Arctic, then emailing me a brief description and your reflections on the event; or writing a letter/email to your Member of Parliament, the Minister of Foreign Affairs, or the Prime Minister expressing your views on an Arctic policy issue. Other forms of engagement are also welcome; if in doubt whether something is appropriate or applicable, speak to the professor. The engagement grade will be calculated on a curve relative to the overall level of engagement by all students in the course.

Critical Reading Reviews (15% each): Each critical reading review (no longer than 7 double-spaced pages) will synthesize and analyze all of the readings assigned for a single week. Students are expected to summarize the main point or argument of each reading, and evaluate their strengths, weaknesses, similarities, and differences in relation to each other. Each critical reading review is due the first class after the week for which the readings were assigned. Students will sign up in class, and detailed instructions will be provided in class and on CourseSpaces.

Essay Outline and Bibliography (10%): Each student is required to write a research essay of no more than 3000 words (approximately 12 double-spaced pages, plus references) on one of three designated topics related to the course material. Prior to the final essay, each student is required to prepare an essay outline and a preliminary bibliography. The outline should consist of three short paragraphs: the first paragraph should identify the essay topic and clearly specify the hypothesis (i.e. the main argument), the second paragraph should outline at least three supporting arguments for the hypothesis, and the third paragraph should indicate how the student intends to support those arguments and the evidence they intend to use. The outline will include a bibliography of at least 10 academic or other expert sources that will be used to support the argument, properly cited according to the Chicago Manual of Style author-date system. Essay outlines are due in Week 9. Ideally, essay outlines should consist of a single double-sided printed page, with the paragraphs on one side and bibliography on the other.
Essay (25%): Each student is required to write a research essay of no more than 3000 words (approximately 12 double-spaced pages, plus references) that applies theories of Canadian foreign policy to a major issue in contemporary Canadian foreign policy practice. Students will write on one of three designated topics related to the course material, to be provided in class in Week 3. Essays should be double-spaced using 12pt Times New Roman font and one-inch margins, using the Chicago Manual of Style author-date system. Essays are due in Week 12. Detailed instructions will be provided in class and on CourseSpaces.

Take Home Exam (25%): There will be a take-home exam in the course. Students will receive the exam question at the end of lecture on Monday, December 3 and completed exams will be due by 4 pm on Friday, December 7.

Required Text and Course Materials
There is no required text for this course; all readings will be made available through CourseSpace or the UVic Libraries system.

Course Rules and Policies

Communication: The best ways to communicate with the professor are through email or during office hours. Students are invited to contact the professor with any questions or concerns they have about the course, or to visit during regularly scheduled office hours or by appointment. Before asking basic or logistical questions about the course, students should consult the syllabus. Communication by email should be professional (i.e. don’t start emails with ‘hey’ or ‘yo’, do use full sentences, do use my name and spell it correctly, sign your name, etc. Pro Tip: Before you press send, ask yourself “How does this email make me look in the eyes of the person receiving it?”). Except in extenuating circumstances, the professor will respond to all emails within 48 hours (not including weekends).

Extensions and make-ups: Extensions will only be granted for valid and documented medical or personal reasons. If possible, students should discuss extensions with the professor in advance of assignment deadlines. Requests for deferral or make-ups of exams must be made via a request for academic concession to the Registrar’s Office.

NB: Valid reasons for extensions or make-ups do not include: scheduling conflicts with assignments for other courses, work commitments, oversleeping, technical/printing difficulties, hungry pets, commuting/transit problems, hangovers, or bad weather, so plan accordingly.

Late penalties: Assignments are due at the start of class on the date for which they are assigned. In fairness to students who hand in work on time, a 1% penalty will be applied to assignments received after class has started but before 4 pm on the day they are due. After that, the penalty is 2% per day late, weekends included, up to a maximum of seven days. Assignments submitted after 4 pm will be considered submitted the next workday. Assignments submitted more than one week after they were due will not be accepted without an extension from the professor.

Submitting late assignments: Late assignments should be submitted to the mailbox designated ‘Greaves’ in the Department of Political Science, 3rd floor David Turpin Building. All late work
will be time and date stamped and assigned any appropriate late penalties. Remember to submit your work before 4 pm or no one will be there to receive it, and it will be considered submitted the next workday. Assignments will only be accepted by email if prior arrangements have been made with the instructor. Students are required to keep copies of their work until marked assignments have been returned and grades posted on CourseSpaces.

**Writing Resources:** Support for student writing is available through the Centre for Academic Communication: [http://www.uvic.ca/learningandteaching/home/home/centre/](http://www.uvic.ca/learningandteaching/home/home/centre/). They can provide assistance to you in preparing and writing your essays and other assignments for this course.

Students for whom English is not their native language can also access support and resources through the English Language Centre: [https://continuingstudies.uvic.ca/elc](https://continuingstudies.uvic.ca/elc).

**CourseSpaces and E-mail:** Students should ensure that they have access to CourseSpaces, as reading materials and course announcements concerning dates and requirements will be posted online. Students should also ensure they have access to a UVic email and should check it regularly for communication regarding the course. Emails to the professor should have ‘POLI 323’ in the subject line.

**Accessibility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to contact me and/or Centre for Accessible Learning as soon as possible. We will work with you to ensure you can achieve your learning goals in this course. Enquiries are confidential. The Centre for Accessible Learning ([http://www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)) is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

**Course Experience Survey (CES)**
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**Plagiarism and Academic Integrity**
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

**The responsibility of the institution** - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.
The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Plagiarism is not the only form of academic integrity issue that students should be aware of. Other potential offences include, but are not limited to: submitting your own work in more than one course without the permission of the instructor; making up sources or facts; obtaining or providing unauthorized assistance on any assignment; using or possessing unauthorized aids on tests and quizzes; looking at someone else’s answers during an exam or test; falsifying institutional documents or grades; falsifying or altering any documentation required by the University, including doctor’s notes. For further details, please see the (revised) academic integrity policy: http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html.

PERCENTAGE GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>
1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

**NGrade:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.
LECTURES and READING SCHEDULE

Week 1 (September 6, 2018) – Introduction

Week 2 (September 10 and 13, 2018) – Defining the Arctic

Week 3 (September 17 and 20, 2018) – The Nordics
- Wilfrid Greaves, “Colonialism, Statehood, and Sámi in *Norden* and the Norwegian High North,” in *Human and Societal Security in the Circumpolar Arctic: Local and Indigenous Communities*, eds. Kamrul Hossain, José Miguel Roncero Martín, and Anna Petrétei, 100-121 (Leiden and Boston: Brill, 2018). [CourseSpaces]

Week 4 (September 24 and 27, 2018) – Russia
- September 24 – No Lecture

- Kristian Åtland, “Mikhail Gorbachev, the Murmansk Initiative, and the Desecuritization of Interstate Relations in the Arctic,” *Cooperation and Conflict* 43, no. 3 (2008): 289-311. [CourseSpaces]

Week 5 (October 1 and 4, 2018) – North America

Thanksgiving (Monday, October 8) – No Classes

Week 6 (October 11, 2018) – International Law and Governance
• Klaus Dodds, “Flag Planting and Finger Pointing: The Law of the Sea, the Arctic and the Political Geographies of the Extended Continental Shelf,” Political Geography 29, no. 2 (2010): 63-73. [CourseSpaces]

Week 7 (October 15 and 18, 2018) – Climate Change and Its Challenges
• Heather A. Smith, “Choosing Not to See: Canada, Climate Change, and the Arctic,” International Journal 65, no. 4 (Autumn 2010): 931-942. [CourseSpaces]

Week 8 (October 22 and 25, 2018) – Indigenous Perspectives on Climate and Change
• “Umiujaq,” in The Caribou Taste Different Now: Inuit Elders Observe Climate Change, eds. José Gerin-Lajoie, Alain Cuerrier, and Laura Siegwart Collier, 189-211 (Iqaluit: Nunavut Arctic College Media, 2016). [CourseSpaces]

Week 9 (October 29 and November 1, 2018) – Natural Resources and Development
• Scott Borgerson, “The Coming Arctic Boom: As the Ice Melts, the Region Heats Up,” Foreign Affairs (2013). [CourseSpaces]
• Leona Aglukkaq, “Northern Vision: Realizing the North’s Economic Potential,” *Northern Public Affairs* 1, no. 2 (2012): 31-33. [CourseSpaces]

**Week 10 (November 5 and 8, 2018) – Devolution and Self-Government**

• Natalia Loukacheva, “Greenland and Nunavut in International Affairs,” Chapter 5 in *Arctic Promise: Legal and Political Autonomy of Greenland and Nunavut*, 103-144 (Toronto: University of Toronto Press, 2007). [CourseSpaces]
• Jessica Shadian, “From States to Polities: Reconceptualizing Sovereignty through Inuit Governance,” *European Journal of International Relations* 16, no. 3 (2010): 485-510. [CourseSpaces]

• Essay Outline and Bibliography Due

**Reading Week (November 12-14, 2018) – No Classes**

**Week 11 (November 15, 2018) – Social Protest and Resistance**

• **Film: Angry Inuk**

**Week 12 (November 19 and 22, 2018) – Decolonizing the Arctic?**

• Inuit Circumpolar Council, *A Circumpolar Inuit Declaration on Sovereignty in the Arctic* (ICC, 2009). [CourseSpaces]
• Mia Bennett, Wilfrid Greaves, Rudolf Riedlsperger, and Alberic Botella, “Articulating the Arctic: Contrasting State and Inuit Maps of the Canadian North,” *Polar Record* 52, no. 6 (2016): 630-644. [CourseSpaces]
Week 13 (November 26 and 29, 2018) – Securing the Arctic?


- **Essay Due**

Week 14 (December 3, 2018) – Arctic Futures


- **Take Home Exam**