POLI 323 Politics of the Global Arctic  
Fall 2019

Lectures: Tuesdays, Wednesdays, and Fridays 1:30-2:20 pm  
Location: COR A125, Cornett Building

Instructor: Dr. Wilfrid Greaves  
Office: DTB A341, David Turpin Building  
Office Hours: Wednesdays 10:00-11:00 am or by appointment  
Email: wgreaves@uvic.ca

Course Description
This course examines the politics of the circumpolar Arctic region, and the changes it has undergone historically and, in particular, over the last 25 years. By reflecting on developments across a range of academic fields – including political science, international relations, history, political economy, environmental studies and climate change, international law, and Indigenous studies – we will discuss the ways in which the Arctic reflects global patterns and those in which it remains a unique region of the world. This course employs global and regional perspectives on the Arctic, but also highlights historical and contemporary issues in northern Canada.

Course Objectives
The objectives of this course are threefold. The first is to provide students with an introduction to the most significant historical and contemporary 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 both how the Arctic is affected by global forces and how developments in the Arctic affect people, communities, and states that are located far distant 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 three 50 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 – 5% + 5%
Critical Reading Review – 10%
Midterm Test – 20%
Research Essay – 40%
Final Exam – 20%

**Attendance and Engagement (5% + 5%):** Attendance at lectures 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. Engagement in 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 including a brief description (approximately one short paragraph) specifying how the student sees the story as relevant to the course material; attending or participating in an event relevant to the Arctic, then emailing the professor a brief description on the event and its relevance to the course; or writing a letter/email to your Member of Parliament, the Minister of Foreign Affairs, the Prime Minister of Canada, or some other public official to express your views on an Arctic policy issue, copying or blind copying the professor on the email. Other forms of engagement are also welcome; if in doubt whether something is appropriate, speak to the professor. Engagement grades will be calculated on a curve relative to the overall level of engagement by students in the course.

**Critical Reading Review (10%):** Each critical reading review (approximately 1250 words, or 5 double-spaced pages) will synthesize and analyze all the readings assigned for a single week; films assigned for the course are not required as part of the reading review, but may be incorporated if you wish. Students are expected to summarize the main points 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.

**Mid-Term Test (20%):** There will be a mid-term test in class on October 22, 2019 (Week 8).

**Essay (40%):** Each student is required to complete a research essay on historical or contemporary Arctic politics. Essays should be no more than 3000 words (approximately 12-15 double-spaced pages, plus references), and will reflect a specific thesis related to one of five broad topics related to the course material, to be provided in class during Week 3. Two versions of the essay, **first and final drafts**, are required. The assignment, including appropriate topics, will be discussed in detail in Week 3, and the first draft is due in Week 11. First drafts will then be **peer reviewed**, whereby students will read and provide critical and constructive feedback on their classmates’ assignments. Participating in peer review is a requirement for this course. **Final drafts** of the essay which incorporate suggestions and critiques from the peer reviews are due in
Week 14. Essays should be double-spaced using 12pt Times New Roman font and one-inch margins, using the Chicago Manual of Style author-date system. Detailed instructions will be provided in class and on CourseSpaces.

**Final Exam (20%)**: A final exam will be held during the final exam period at the end of the semester. The exam will be cumulative and cover all materials from the course.

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

**Course Rules and Policies**

**Communication**: The best ways to communicate with the professor with questions or concerns about the course are through email, during regularly scheduled office hours, or by appointment. Before asking questions about the course, students should **consult the syllabus**. Email communication should be professional (e.g. don’t start emails with ‘hey’ or ‘yo’, do use full sentences, do spell my name correctly, sign your name, etc. **Pro Tip**: Before pressing send, ask yourself “How does this email make me look to 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 due 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 and should be sent from a UVic email account; emails sent using a non-Uvic email may not be received. A 1% bonus mark will be granted to all students who email the professor from a UVic account within the first week of the semester with a brief (3-5 sentences) description of why you are interested in learning about the Arctic.

**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](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:

**N GRADE**: 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 4 and 6, 2019) – Introducing the Arctic (53 pages)

Week 2 (September 10-13, 2019) – Governing the Arctic (69 pages)
- Heather Exner-Pirot and Robert Murray, “Regional Order in the Arctic: Negotiated Exceptionalism,” *Politik: Special Issue on Arctic International Relations in a Widened Security Perspective* 20, no. 3 (2017): 47-64.

Week 3 (September 17-20, 2019) – The Nordics (71 pages)

Week 4 (September 24-27, 2019) – Russia (84 pages)

Global Climate Strike – No class on September 27. Rally at the Legislative Assembly. Information at: [https://www.wildernesscommittee.org/events/global-climate-strike-rally-victoria-0](https://www.wildernesscommittee.org/events/global-climate-strike-rally-victoria-0).
Week 5 (October 1-4, 2019) – Arctic North America (66 pages)


Week 6 (October 8-11, 2019) – (Re)Considering Colonialism? (81 pages)


Week 7 (October 15-18, 2019) – The Global Arctic (47 pages)

- Duncan Depledge and Klaus Dodds, “The United Kingdom, Scotland and the Arctic.” The Arctic Institute (December 5, 2017). Available at https://www.theartcticinstitute.org/united-kingdom-scotland-arctic/.
- Wilfrid Greaves, “‘One Arctic’ or Many?” *Arctic in Context*. World Policy Institute (June 2016). Available at https://worldpolicy.org/2016/06/08/one-arctic-or-many/.
- Film: *Angry Inuk* (2016)

Week 8 (October 22-25, 2019) – International Law and the Continental Shelf (44 pages)

Week 9 (October 29-November 1, 2019) – Climate Change (52 pages)

- Film: Qapirangajuq: Inuit Knowledge and Climate Change (2010)

Week 10 (November 5-8, 2019) – Natural Resources and Development (72 pages)

- Richard Van Camp and Scott B. Henderson, “Like a Razor Slash,” in This Place: 150 Years Retold (Winnipeg: Portage and Main Press, 2017).

Reading Break (November 12-13, 2019) – No Lectures

Week 11 (November 15, 2019) – Peer Review

- First Draft of Essays Due


- Inuit Circumpolar Council, A Circumpolar Inuit Declaration on Sovereignty in the Arctic (ICC, 2009).
Week 13 (November 26-29, 2019) – Security and the Arctic (86 pages)


Week 14 (December 3-4, 2019) – Arctic Futures (44 pages)


- Final Essays Due

Final Exam - TBD