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## Contemporary Issues in the Circumpolar World I

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### COURSE OFFERINGS

**DAYS & TIMES:** **Days:** TBA  
**Time:** TBA  
**Room:** TBA

**\*\* Please note this is an online course, for more information please contact Amanda Graham\*\***

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### COURSE DESCRIPTION

This course is the first part of one of the core courses in the University of the Arctic's Bachelor of Circumpolar Studies. This course and Contemporary Issues in the Circumpolar World 2 will provide students with a more in-depth understanding of the key issues facing circumpolar societies introduced to students in BCS 100 [NOST 101]: The Circumpolar World. Contemporary Issues in the Circumpolar World 1 will introduce students to the important structures and forces affecting the sustainability of circumpolar communities. Students will deal with the population trends in the region, natural resource use and the economies of these communities, and economic ownership. In Contemporary Issues in the Circumpolar World 2 students will deal with questions relating to governance and politics, social issues, and global issues.

This course will provide students with an appreciation of the main challenges confronting the peoples and communities of the world's northern regions. As such it will be beneficial to students attempting to better understand the current questions facing the North as well as to those planning to pursue advanced studies about the region. As one of the courses that comprise the Circumpolar Studies Core of the Bachelor of Circumpolar Studies it reflects the foundation principles of the BCS.

### LEARNING OUTCOMES

Upon successful completion of Contemporary Issues in the Circumpolar World 1, students will have:

- ◆ Acquired a basic appreciation of the most important contemporary issues relating to globalization, sustainable communities, and natural resource use in the circumpolar regions of the world.

- ◆ Attained an awareness of the relationship between the unique and diverse aspects of Northern societies and the common concerns facing the region.
- ◆ Gained further insight into the complexity and inter-relatedness of human activity and the northern environment.
- ◆ Critically examined various proposed explanations of the key challenges facing the North.
- ◆ Recognized the cultural and gender-related diversity of approaches and ways of approaching the Circumpolar world.

## **EQUIVALENCY/TRANSFERABILITY**

**UARC** Bcs 331 (3)  
**SFU** Geog 3xx (3)  
**UVIC** Geog 200 R (1.5)  
**UAF** Nors F2 Elec. (3)  
**UAS** Nors F2 Elec. (3)  
**UR** Equates to Geog 314 or Geog 316 or Geog 318.

Further transfer will be sought at the earliest opportunity. For more information about transferability, please contact the Arts and Science Division.

## **DELIVERY METHODS/FORMAT**

This course has been designed for web-based delivery. It consists of thirteen modules, each comprised of a “lecture” or module text, required and suggested readings, and study questions. Students will discuss the module text in online fora. Alternatively, classes could be offered consisting of in-class lectures and discussions of readings.

## **COURSE PREREQUISITES**

Admission to the University of the Arctic or a member institution or admission to the Arts and Science Division of Yukon College, successful completion of BCS 100/NOST 101: The Circumpolar World or permission of the instructor.

## **ASSESSMENT**

The model of student activities and assessment for the distance-delivered version is the following:

- ◆ Weekly discussion contribution (40%): This may be replaced with a review quiz or other activity in some weeks.
- ◆ Research Paper (30%): 10-15 pages, with citations, on a subject related to the course. To be assigned by the instructor after Week 5.
- ◆ Final Exam (30%) Comprehensive test of general knowledge and understanding and integration of key themes and ideas, through both multiple choice and short-answer questions. Taken online and invigilated by site coordinators.

Students must receive at least 50% on the final exam to pass the course.

## **Plagiarism**

Plagiarism (academic dishonesty) is a serious academic offence and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college. And do not underestimate the impact such a situation will have on your reputation.

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA). The resubmission of a paper for which you have previously received credit is also considered an academic offence.

## **REQUIRED TEXTS**

- ◆ BCS 331/NOST 324 Course reader; and
- ◆ Additional readings may be supplied with the reader or may be placed on reserve in the library.

## **COURSE SYLLABUS**

### **Module 1: General Introduction to the Course and WebCT**

In the distance-delivered mode, this week will be spent ensuring students have access to the course site and a basic familiarity with the WebCT environment and tools. Yukon College students will be assisted in this orientation by a designated local “site co-ordinator” who will be responsible for ensuring students have properly registered for the course and have the course materials. Site coordinators are expected to assist the course instructor identifying student problems, local resources, etc.

### **Module 2: The Main Concepts of the Course**

Upon completion of this module, students should

- ◆ Understand the main concepts used in the course discussions;
- ◆ Recognize the importance of conceptual frameworks for the study of various aspects of the Circumpolar world; and
- ◆ Be positioned to begin more in-depth discussions of contemporary issues facing the North Circumpolar region.

This module presents a general discussion of the social, political, and cultural conceptual basics on which the course is founded.

### **Module 3: Changing Northern Economies and Globalization**

*Developed by Chris Southcott, Lakehead University and Lise Lyck, Copenhagen Business School*

Upon completion of this module, students should

- ◆ Achieve an awareness of the economic development of Northern regions;
- ◆ Recognize the historical processes that formed these economies;
- ◆ Be aware of the new changes occurring in the economies of the circumpolar region;

- ◆ Have an understanding of how the new forces of globalization may be affecting the circumpolar region; and
- ◆ Be aware of the potential for circumpolar regions to compete economically under globalization through the development of sustainable competitive advantages.

This module introduces the students to current changes in the economies of northern regions and the impacts of globalization. It discusses both traditional and new models of development, as well as changes to centre-periphery relations, fiscal transfers, transportation, infrastructure, information technology, and resource markets.

#### **Module 4: Population Trends in the Circumpolar Region**

*Developed by Doug Nord*

Upon completion of this module, students should be able to

- ◆ Understand the extent of out-migration in the circumpolar world;
- ◆ Know some of the reasons for out-migration in the circumpolar world;
- ◆ Be able to explain which regions of the circumpolar world are experiencing population growth; and
- ◆ Be able to explain why some regions are growing and others are declining.

This module introduces the students to current changes in the populations of Northern regions and the impact of globalization. It gives students a background to the demographic history of the region and shows what the current trends in migration are. It informs the student as to which areas of the circumpolar region are growing and discusses several reasons why.

#### **Module 5: Resource Dependent Communities**

*Developed by Chris Southcott, Lakehead University*

Upon completion of this module, students should be able to

- ◆ Achieve an awareness of the importance of resource-dependent communities in the development of Northern regions;
- ◆ Recognize the historical processes that formed these communities;
- ◆ Know the main defining social characteristics of these communities;
- ◆ Have an understanding of how new forces of social change may be affecting these communities; and
- ◆ Be able to list the common challenges to sustainable development in these communities.

In most circumpolar areas that there are at least two different types of societies: indigenous communities and the industrialized resource dependent communities dominated by non-indigenous peoples. This particular module will discuss the situation of northern resource dependent communities in light of globalization and post-industrialism. These forces have brought about a lot of changes in these communities. While they have improved life in some instances, they have also had a negative impact. There have always been challenges facing these communities. We now see new challenges arising that represent obstacles to these communities developing a sustainable future for themselves.

To understand these new challenges this module first turns to the history of these communities and their main characteristics prior to their exposure to the global changes of the past thirty years. Further discussion of these challenges are divided into three main parts: research on changes in forestry and mining based resource-dependent communities based primarily in North America, research on fishing dependent communities based primarily in the

North Atlantic region, and research on changes in resource-dependent communities in Northern Russia. The differences and similarities of the impact of globalization and post-industrialism on these communities is discussed.

## **Module 6: The Changing Economies of Indigenous Communities**

*Developed by Lee Huskey, University of Alaska at Anchorage*

Upon completion of this module, students should be able to

- ◆ Understand the role of the three sectors in the economies of Arctic indigenous communities;
- ◆ Be able to identify activities in the traditional, market, and transfer economies;
- ◆ Be familiar with the issues affecting the sustainability of these communities; and
- ◆ Be able to critically evaluate the potential for growth and the constraints to growth in each of these sectors.

This module provides a framework for discussing the indigenous community economies of the Arctic region. These economies differ in a number of ways, but they have a similarity of structure that reflects their rural nature and their location within modern national economies. The module describes these economies as consisting of three sectors: the traditional economy, the market economy, and the transfer economy. The role of each of these in the sustainability of village economies is discussed.

## **Module 7: Tourism**

*Developed by Margaret Johnston, School of Outdoor Recreation, Parks and Tourism, Lakehead University, and Dave Twynam, School of Tourism, University College of the Cariboo*

Upon completion of this module, students should be able to

- ◆ Define tourism and explain its role in the Circumpolar North;
- ◆ Describe positive and negative impacts of tourism in Circumpolar communities and regions;
- ◆ Recognize important issues in the development of northern tourism through case studies;
- ◆ Explain current trends in tourism in the circumpolar world; and,
- ◆ Identify the major opportunities and constraints for tourism in the North.

Tourism has become an increasingly important component of economic development in many circumpolar communities. Tourism provides jobs, opportunities for entrepreneurs, and markets for goods and services such as accommodation, crafts, food and clothing. It brings visitors to a community or region and gives local people a chance to interact with newcomers in a variety of positive ways. Tourism also has the potential to cause negative interactions or outcomes for individuals and communities.

This module examines the nature of tourism in the circumpolar world. The aim of this module is to enable students to understand the roles played by tourism in the North (and particularly their own northern communities) and to encourage an awareness of the potential benefits and problems associated with tourism.

## **Module 8: Reindeer Herding and Traditional Resource Use**

*Developed by Andrei Golovnev, Russian Academy of Sciences, Russia*

Upon completion of this module, students should be able to

- ◆ Appreciate the methods and approaches used in studying large-scale reindeer herding;

- ◆ Understand reindeer husbandry as a system of adaptation in the North;
- ◆ Recognize the main stages of historical development of reindeer husbandry;
- ◆ Appreciate the traditional and contemporary environmental, geographical and cultural contexts and expressions of reindeer husbandry;
- ◆ Understand the experiences of different states in regulating reindeer herding;
- ◆ Know the basic concerns and problems in reindeer husbandry today; and
- ◆ Understand the international scale of reindeer husbandry today.

This module discusses the place of reindeer husbandry within systems of arctic adaptations; the ecological and historical roots of reindeer herding, and its diversity in ethnic and geographic dimensions. Special attention is paid to the social and political aspects of changing and evolution of reindeer pastoralism. The concept of three main stages is in particular focus since this approach allows understanding current trends and problems in reindeer herding. Differences and similarities of pastoralist systems in Eurasian North, both Western and Soviet/Russian modifications, are the background of the module. Reindeer herding as sophisticated practice and complex of economic, social and cultural functions is presented in a wide panorama of historical events and current circumstances.

### **Module 9: The Impacts of Oil and Gas**

*Developed by Valery A. Kryukov, Economics Institute, Novosibirsk, Russian Federation and Gary N. Wilson, University of Northern British Columbia, Canada*

Upon completion of this module, students should be able to  
 Identify the basic models of resource development throughout the world and their applicability to northern resource-producing countries;  
 Outline the phases in the evolution of an oil province;  
 Identify the basic factors conditioning and facilitating the development of oil and gas resources in the North;  
 Outline the basic forms of transportation for oil and gas resources; and  
 Understand the financial considerations of developing oil and gas resources in northern regions.

The northern regions of the world hold colossal proven and potential reserves of oil and gas resources. Generally, during the resource development process, each region (including those in the north) passes through a series of development stages—from exploration to declining output (which occurs when oil reserves have been subjects of intense exploitation). The characteristics of each stage are linked to the formation of state policies in this field. The general tendency is for the expansion of regional rights and authority concerning the management of oil and gas resources as oil and gas fields mature.

This model outlines the particularities of developing oil and gas resources in the circumpolar North. Two broad models for such development are introduced. The experiences of oil and gas development in the Soviet/Russian North, northern Norway, and Canada are presented. The second part of the module investigates the oil and gas resources of the Circumpolar region, including an overview of the dynamic of exploitation. The third part of the module examines the basic factors that affect on influence oil and gas development in northern regions, both regional and specific. A significant problem for northern oil and gas producers is transportation. The fourth part of the module investigates some of the factors that relate to transportation of oil and gas resources. Two pipeline experiences, the Trans-Alaska and north-western Siberian pipelines, are studied. The fifth section of the module examines the financial aspects of oil and gas development, including resource rents and royalties.

### **Module 10: Forestry**

*Developed by Peter Duinker, Dalhousie University and Anatoly Petrov Russian Institute of Continuous Education in Forestry*

Upon completion of this module, a student should:

- ◆ Understand what boreal forests are and how they are used and managed;
- ◆ Know how people think about sustainability in relation to forests;
- ◆ Be able to identify areas of recent progress in achieving forest sustainability, as well as issues still to be addressed;
- ◆ Understand the different challenges facing forestry in Russia and other areas of the circumpolar world;
- ◆ Have a grasp of some alternative ways in which the forest sector can pursue forest sustainability more vigorously; and
- ◆ Know where to start looking for more information about sustainable forest management.

The most northerly inhabitants of planet Earth do not dwell in or near forests, but most of the rest of us do. For many people, forests are incredibly important ecosystems. They provide innumerable goods (e.g., wood, paper, furs, berries and other foods, medicines, etc.) and services (e.g., carbon uptake from the atmosphere, soil stabilization, flood control, sites for recreation, among others). For Aboriginal people, forests are their material and spiritual homes. Forests are often seen as the most natural part of our surrounding landscapes, and many people get upset when forests are misused or mismanaged.

Precisely because of forests' importance to people for goods and services, they are under siege worldwide. Even if human population densities in the circumpolar region are relatively low, the forests are still being used with such intensity and in so many different ways that people are at conflict over them. For example, loggers are pitted against preservationists, ecotourism operators against local anglers and hunters, Aboriginal communities against hydroelectric utilities, oil-and-gas companies against protected-area enthusiasts, and so on. The northern forests are not only vigorously used; they are also under intense scrutiny as countries around the circumpolar north grapple with how to secure the long-term sustainability of these great ecosystems. In this module, we shall explore a variety of sustainability issues associated with boreal forests, and we shall probe into the ways people might act to secure sustainability.

In the first part of this module, Peter Duinker deals with the main concepts used in this issue using primarily Canadian examples. In the second part of the module, Anatoly Petrov discusses the situation in Russia.

## **Module 11: Mining in the North**

*Development by Lise Lyck, Copenhagen Business School*

Upon completion of this module a student should

- ◆ Understand the different ways of defining mining;
- ◆ Be able to identify the three stages of mining;
- ◆ Be familiar with mining characteristics such as: business structure and ownership, the role of the exchanges, horizontal integration, and basic conditions for mining (profit conditions);
- ◆ See mining as high risk industry;
- ◆ Understand essential mining policies; and
- ◆ Be familiar with examples of famous mining initiatives.

The main purpose of this module is to give the student basic knowledge of concepts and theories on mining in general and to apply this knowledge to Arctic mining. The idea is that knowledge of the basics of the industry concerning production, ownership and structure as well as of market and state relations. How does mining differ from other industries and from state

market regulation in relation to other industries? This knowledge plus the strategic perspectives combined with the profit condition is intended to make it easier to understand mining in the Arctic, the hinterland perception as well as the extreme market dependency or state strategic dependency found in the Arctic.

## **Module 12: Land Claims, Ownership, and Co-management**

*Developed by Ken Coates, Dean, College of Arts and Sciences, University of Saskatchewan and Greg Poelzer, Chair, Political Science Program, University of Northern British Columbia*

Upon successful completion of this module, students should be able to

- ◆ Identify and define different types of land tenure rights;
- ◆ Outline some of the features of traditional land tenure systems of among Indigenous peoples; and
- ◆ Compare and contrast land tenure rights among Indigenous peoples among the states of the Circumpolar North.

Ever since Indigenous and newcomer societies have interacted, the question of use and ownership of land has been a central to the dynamics of the relationship between these societies. Although often colonized for several centuries, Indigenous peoples today are asserting their rights to control over traditional territories. This module introduces students to basic land tenure rights, principles of Indigenous land tenure systems, and the conflicts and outcomes surrounding Indigenous claims to traditional lands, including discussions of key court decisions, legislation, and modern treaties.

## **Module 13: Concluding Observations: What about the Fisheries?**

Upon successful completion of this module, students should

- ◆ Recognize the essential nature of the fishery industry in the Circumpolar World;
- ◆ Understand the implications of globalization for Circumpolar fisheries;
- ◆ Recognize the essential similarities and differences of the issues discussed in the course; and
- ◆ Understand the nature of the obstacles and opportunities presented by attempts to develop sustainable industries in the Circumpolar World.

This module combines an overview of the course with the application of the concepts and approaches studied to the issue of fisheries. The goal of the module is to encourage students to consider the pressures and opportunities faced by the Circumpolar North and apply them to the matter of northern fisheries. A portion of this module will be devoted to summarizing course material in preparation for the final examination.

## **Final Examination**

The final examination will cover all course modules and will consist of short-answer, multiple-choice type questions. In instances where this course is offered in class, exam questions may also include essay-type questions.

## **Course Developers**

- ◆ Andrei Golovnev, Professor, Russian Academy of Sciences, Ural Branch, Russia
- ◆ Lassi Heininen, Senior Scientist, Arctic Centre, Rovaniemi, Finland
- ◆ Elina Helander, Researcher, Arctic Centre, Rovaniemi, Finland

- ◆ Lee Huskey, Professor, Department of Economics, University of Alaska at Anchorage
- ◆ Kaarina Kailo, Professor, Department of Women's Studies, University of Oulu
- ◆ Lise Lyck, Professor, Copenhagen Business School
- ◆ Mikhail Prisyazhni, Professor, Department of Geography, Yakut State University
- ◆ Chris Southcott, Professor, Department of Sociology, Lakehead University, Canada
- ◆ Vappu Sunnari, University of Oulu