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## Contemporary Issues in the Circumpolar World II

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**INSTRUCTOR:** Amanda Graham  
**OFFICE HOURS:** TBA  
**OFFICE LOCATION:** C1531  
**TELEPHONE/E-MAIL:** 668-8773, [agraham@yukoncollege.yk.ca](mailto:agraham@yukoncollege.yk.ca)  
**FAX:** 668-8805, Arts & Science office

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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 second part of one of the 6-credit core courses in the University of the Arctic's Bachelor of Circumpolar Studies. This course and Contemporary Issues in the Circumpolar World I will provide students with a greater and more in-depth understanding of the key issues facing circumpolar societies introduced to students in UArctic BCS 100 [YC NOST 101]: The Circumpolar World. Contemporary Issues in the Circumpolar World II continues the discussion of the important structures and forces affecting the sustainability of circumpolar communities. Students will deal with questions relating to governance and politics, social issues, and global issues.

This course encourages students to develop an appreciation of the main challenges confronting the peoples and communities of the 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 II, 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**

UARCTIC	BCS 332 (3 cr.)
SFU	Geog 3xx (3)
UVIC	Geog 300L (1.5)
UR	Indg 101 (3)
UAF	Nors F2 Elec. (3)
UAS	Nors F2 Elec. (3)

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 multiple delivery formats. It consists of thirteen modules, each equivalent to a traditional three-hour class, comprised of a “lecture” or module text, required and suggested readings, and study questions.

In web delivery, the instructor facilitates learning by having students discuss the module text in online fora, with each other in chat sessions or by private e-mail. An online comprehensive examination concludes the course. A well-written 18-22-page research paper on a topic chosen in consultation with the instructor will be required.

In in-class delivery, the course will be delivered in three-hour lectures/seminars over thirteen weeks followed by a comprehensive three-hour examination. A well-written 18-22-page research paper on a topic chosen in consultation with the instructor will be required.

## **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 331/NOST 324, Contemporary Issues in the Circumpolar World I, 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%): 18-22 pages, with citations, on a subject related to the course. To be approved 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. In-class examinations may

involve long-answer and essay questions as well.

Students must receive at least 50% on the final exam to pass the course. Minor changes **may** be made to the grading structure by a particular instructor. Students will be advised of the grading structure in course materials received from the instructor.

## **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 332/NOST 325 Course reader; and
- ◆ Additional readings, which may be supplied with the reader or may be placed on reserve in the library.

## **COURSE SYLLABUS**

### Section One: Governance and Politics

#### Module/Week 1: Introduction and Democracy and Citizenship in the North

This module examines the issue of political equality in the North focusing on the issues of citizenship, democracy, and regionalism. It then examines three cases in the Circumpolar North and the issues different regions confront in addressing these questions.

#### Module/Week 2: Indigenous Rights, Governance, and Self-Determination

The module begins with a discussion of rights and considers the different types of arguments used to expand and limit Aboriginal rights, including both legal and moral rights. It then examines how these different Aboriginal rights are realized as polyethnic, special representation, and self-government rights in existing institutional arrangements.

#### Module/Week 3: New Internal Political Structures

This module examines the growth of new political structures in the Circumpolar North, with an emphasis on the last two decades of the twentieth century and entry into the twenty-first. It begins with a definition of central terms and concepts, such as self-government and new politics. Then we take a tour to seven nation-states of the North, and describe some of the important political changes occurring at sub-national levels.

## **Section Two: Education and Knowledge Systems**

### Module/Week 4: Traditional Knowledge

This particular module will help students explore traditional knowledge and understand what it is. As indigenous peoples worldwide struggle for survival and political recognition, they are also working feverishly to avoid losing the wealth of knowledge and experience held by elders and traditional teachers in their communities. Issues to be discussed include indigenous lifestyles and modernity, the problems of preserving and protecting traditional skills, environmental issues and knowledge regimes, and the relationship between scientific knowledge and indigenous knowledge.

### Module/Week 5: Education in the North

The aim of this module is to promote understanding of education and some of its current key issues in the Circumpolar World. After a short introduction, the key terms of the module will be introduced and explained with the context and the nature and role of the module in mind. The third part of the module discusses the educational and curricular policies particularly in the context of Finland. The fourth part deals with the solutions to the problem of long distances in the Far North, more particularly the use of boarding schools and information technology. The conclusions will be drawn in the fifth and final part of the module.

### Module/Week 6: Post-Secondary Education

This module discusses the evolution, nature, and importance of post-secondary education in the Circumpolar North. It introduces the unique challenges and opportunities facing colleges and universities in the region. The first part describes the evolution of post-secondary education after the Second World War. The second part discusses the general patterns in the post-secondary experience of Northern peoples. Following this, the module reviews of the development, activities and contributions of colleges and universities in the Circumpolar World. The final section describes the impact and possibilities of post-secondary education in the Circumpolar World.

## **Section Three: Social Issues**

### Module/Week 7: Women and Gender Relations

The aim of this module is to promote awareness regarding women's life and some major current issues in the North Circumpolar World. We begin with an overview of the Circumpolar World from the perspective of women. Then the key terms and concepts of the module will be introduced and explained keeping the context as well as the nature and role of the module in mind. The students are introduced to the terms and concepts in light of this particular module. The second part of the module consists of the key issues characterizing the life of women in the Circumpolar world. The third and final part presents some conclusions and final remarks.

### Module/Week 8: Health and Health Care

This module is designed to provide an understanding of the core issues on the health status, health determinants, and health care of circumpolar populations, with an emphasis on Indigenous peoples. Because of their presence in four countries, the Eskimo/Inuit will be used as a case study. The key concepts, however, can be applied to other populations of more direct personal interest to individual students.

## Section Four: Global Issues

### Module/Week 9: Environmental Issues

This module introduces the nature and extent of environmental change in the Circumpolar North. It highlights the historical and contemporary threats to the environmental integrity of the region. The first part discusses the vulnerability of the Northern eco-system and the relationship of Indigenous peoples with environmental sustainability. The second part outlines the history of the relationship between capitalism and Euro-American demand for Northern resources. Following this, the module notes the emergence of contemporary critiques of Northern resource developments and highlights contemporary issues and challenges.

### Module/Week 10: New External Political Structures

This module gives the basic information on the contemporary international system from the point of view of the North. First, it presents a theoretical framework in which two main contexts of international relations are described and lists briefly the different categories and the main international actors of the Circumpolar North; Second, it gives a brief overview of international co-operation and external political structures of the Cold War period and discusses the rapid change of the international system from the Cold War period into the transition period of the 1990s; Third, the module describes briefly the main external political structures. Fourth, it notes the importance of inter-regional co-operation in the Circumpolar North in general and especially in the European North.

### Module/Week 11: Security

This module introduces different concepts of security and gives an overview of military presence, especially that of the nuclear weapons systems in the Circumpolar North in the beginning of the twenty-first century. First, the module defines security, discusses the different concepts of security, and describes nuclear involvement. Second, it describes and explains both the current state of security and the military-political situation of the Circumpolar North and the change that has taken place since the early 1990s. Third, the module describes and recognizes the so-called “forces of continuity” and those of change from the point of view of the different concepts of security. Fourth, it describes the relationship between the military and the environment in the North and lists the elements of the nuclear problem via the Barents Sea region. Fifth, the module lists and describes the main challenges to security in the North.

### Module/Week 12: The Politics of Monoculture and Diversity in the North

This module promotes understanding of the global processes of monoculture and the importance of ethnocultural, gender, and ecological diversity from the northern perspective. The module elaborates on minority-majority relations. First, the module introduces the specific ethnocultural issues that create the tensions of monoculture and diversity in the North. It then takes a more thorough look at the key concepts that allow one to identify undemocratic processes based on asymmetrical power relations. The module concludes with a discussion about the value of biological, cultural, and gendered diversity from the point of view of the subsistence perspective and of the gift economy.

### Module/Week 13: Concluding Observations

The concluding module will be a review of the main points of the course as they were first introduced in *BCS 331*. These points will be used to review the main points of the modules in *BCS 332* in preparation for the final exam.

## Final Examination

## **2003 Pilot Offering Course Schedule**

### **Section One: Governance and Politics**

Module 1: Introduction and Democracy and Citizenship in the North (May 2 to 6)

Module 2: Indigenous Rights, Governance, and Self-Determination. (May 6 to 9)

Module 3: New Internal Political Structures (May 9 to 13)

### **Section Two: Education and Knowledge Systems**

Module 4: Contemporary Education and Traditional Knowledge (May 13 to 16)

Module 5: Education in the North (May 16 to 20)

Module 6: Post-Secondary Education (May 20 to 23)

### **Section Three: Social Issues**

Module 7: Women and Gender Relations (May 23 to 27)

Module 8: Health Care (May 27 to 30)

### **Section Four: Global Issues**

Module 9: Environmental Issues (May 30 to June 3)

Module 10: New External Political Structures (June 3 to 6)

Module 11: Cultural Diversity and Homogeneity (June 6 to 10)

Module 12: Security (June 10 to 13)

Module 14: Concluding Observations (June 13 to June 17)

Final Exam: (June 17 to 20)