

**University Of Alaska Fairbanks
Department Of Alaska Native & Rural Development**

**RD601—POLITICAL ECONOMY OF THE
CIRCUMPOLAR NORTH**

**Fall Semester 2003
Distance Course Syllabus**

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Class audioconferences: Tues/Thurs 5:10-6:40pm (9/11-12/18/2003)
Call toll-free: 1-877-751-8040; in Fairbanks 474-8050 (meet in Brooks 108)
Use passcode: 250037

BLACKBOARD Internet site: <http://classes.uaf.edu>
Please note: you'll need to use a UAF Aurora email address to access this. See
Appendix A for more information.

COURSE OVERVIEW

This course offers a comprehensive overview of interrelationships between Northern communities and global political, economic, and cultural forces. It is a distance education course that involves twice-weekly audioconferences, BLACKBOARD web resources, videos, and assigned readings. UAF's BLACKBOARD (<http://classes.uaf.edu>) provides us with a common website containing course information, links to relevant websites, and avenues for sharing information regularly with each other. In our first class, I'll discuss how you can begin to use it regularly. The reading list is demanding, but I hope that you will find it exciting and stimulating. I expect all students in the course to be active and critical learners and to play an integral part in the learning process.

We begin the course by reviewing what we mean by the 'circumpolar North': what peoples, cultures, nation-states, and ecological zones are included. At the same time, we'll read about the nature of the global economy and discuss how it shapes options available to northern communities. I contend that we cannot begin to understand contemporary issues in northern communities without a critical understanding of these global forces. In this sense, there are no "isolated" communities in the North—all have interactions in one way or another with the global economy.

We'll then explore in-depth case studies of colonial and contemporary histories in Alaska, Nunavut (Canada) and the Russian North to understand commonalities and divergent paths taken by indigenous peoples and settler populations over time. We'll examine selected political, economic, and socio-cultural issues affecting northern communities: demographic changes and community well-being, self-determination by indigenous peoples, growing involvement of transnational corporations in the North,

climate change and Arctic contaminants, militarization of the Arctic, and the emerging influence of international bodies such as the Arctic Council.

Finally, we'll take a critical look at theoretical perspectives and conceptual frameworks for understanding the circumpolar North. These range from understanding the north as an exotic, remote region, to viewing it through the lens of internal colonialism, to that of an indigenous homeland. We'll examine notions of sustainability and strategies for sustainable development with the hope of identifying approaches that take into account ecological dynamics, indigenous rights, and environmental justice.

COURSE OBJECTIVES

- to explore diverse definitions of the circumpolar North and how to access research materials about issues affecting northern peoples, communities, and nation-states
- to understand Northern experiences of colonization and growing interaction with settler populations and the global capitalist economy, with particular reference to Alaska, Nunavut (Canada) and northern Russia
- to explore selected issues affecting northern communities, including demographic changes and community well-being, self-determination by indigenous peoples, growing involvement of transnational corporations in the North, climate change and Arctic contaminants, militarization of the Arctic, and the emerging influence of international bodies such as the Arctic Council in shaping the North's future.
- to understand emerging theoretical frameworks for understanding development and change in northern communities, with a particular emphasis on sustainable and equitable development
- to explore the future of indigenous and other communities in the circumpolar North in light of rapid technological, environmental, socio-economic, and cultural change.
- to enhance student abilities to conduct comparative research on socio-economic and cultural phenomena in the circumpolar North and to present their findings to others

COURSE REQUIREMENTS

Course Structure and Grading

I invite you to become an active partner in the learning process through this course. You should ask questions, read critically, consider new ideas, and challenge assumptions.

YOU ARE EXPECTED TO READ THE ASSIGNED MATERIALS BY THE DATE THEY ARE DUE.

I expect you to participate actively in discussions and share your insights and experiences with others in class via our audioconferences and BLACKBOARD discussion board. You are invited to share your own point of view or opinion about the issues discussed in the class; your grade is in no way related to what that opinion may

be. However, in any class discussion it is important to respect the views and opinions of others. Moreover, you should be able to state clearly and cogently why you hold the views that you do.

This is a web-supported course, and effective access to the Internet and UAF's BLACKBOARD course interface is a requirement. In our first class, I will discuss in detail how to access BLACKBOARD and to begin using it as a regular part of our class. I expect that you will use BLACKBOARD's "discussion forum" (shared email) at least once a week to share information and your reflections and insights about the topics addressed in readings and in class discussions. This is part of your class participation grade. We will also make extensive use of Internet resources about the circumpolar North. If you have any problems accessing BLACKBOARD or these websites on a regular basis, please discuss this with me right away.

The printed and other materials for the course consist of five books (see "Texts and Materials" below), a collection of readings (to be mailed out), a circumpolar map, and four videos. These are being mailed to all students by UAF's Center for Distance Education (CDE) in Fairbanks. If you have any difficulties or delays in obtaining these materials, please contact Chris Truncali in the CDE at 474-5177, fncmt@uaf.edu.

The course has five major sections, each lasting approximately two-four weeks. The units are:

- Unit 1: Discovering the circumpolar North & its resources
- Unit 2: The global economy and Northern communities
- Unit 3: Case studies: Northern histories and peoples
- Unit 4: Contemporary issues and organizations
- Unit 5: Toward sustainable & equitable development in the North

Each of these units is identified clearly on BLACKBOARD, and has associated introductory information, assigned readings, discussion questions, and external links to relevant websites.

Course content consists of faculty- and student-led discussions about readings, guest lectures via audioconference, directed use of relevant websites, required weekly postings to the discussion board, and written assignments.

There are no midterm or final examinations as such. Rather, you are expected to write three shorter papers (6-8 pages in length; typewritten, double-spaced) on an assigned topic for each of units 1-3 and co-facilitate a discussion in Unit 4 (see "Course Assignments" below). The final assignment for unit five is a paper approximately 10-12 pages in length focusing on sustainable development for northern communities.

You will be graded both on the level of conceptual understanding in your papers and your ability to express your ideas well (e.g., grammar, spelling, punctuation). You are strongly urged to have a trusted friend or colleague nearby review your draft paper before it is finalized. All papers should be double-checked for spelling and grammar. A paper with obvious spelling errors (not spell-checked) will be returned and treated as a late assignment. Papers are due (postmarked, emailed, or faxed) on the dates given in "Course Assignments" below. You may also send them to me as an email attachment.

You will also be graded on the quality of your participation in the course, as reflected in regular attendance, constructive engagement, and thoughtful contribution to discussions.

As a required part of your class participation, you will also be assigned class dates when you will be the discussion leader. You will be expected to lead student discussion about the readings and to pose critical and thoughtful questions about the issues being presented. In leading these discussions, please assume that all participants have read the material so that we do not need to repeat or regurgitate the content. Instead, select topics and identify questions that we can use as a basis for audioconference class discussion.

STUDENT EVALUATION & GRADES

Grading and student expectations are based on policies found in the 2003-2004 UAF catalog. Timely attendance at audioconferences and weekly contributions to our discussion board is required. If for any reason you will be absent from an audioconference, you are expected to inform the instructor by email or phone.

Written essays must be prepared on a word processor and checked carefully for proper spelling and grammar. Always use a spell checker. Your work must demonstrate specific understanding of the assigned readings and other materials. I encourage you to show explicit linkages between what you read and the context in which you live and work. In other words, draw upon your own experience, as appropriate, to show how concepts, ideas, and approaches are relevant to your community or elsewhere in Alaska and the circumpolar North.

I encourage you to use UAF's Writing Center, which has a toll-free number and fax service for assisting distance students in writing well. See their site under "External Links." In writing your essays, you must use your own words and cite references using an appropriate style. Late assignments will be graded down one half letter grade for each day that they are late (except by arrangement with the instructor in the case of illness or other exceptional circumstances).

Grading is as follows:

Assignment 1:	Discovering the circumpolar North & its resources	10%
Assignment 2:	The global economy and Northern communities	20%
Assignment 3:	Case studies: Northern histories and peoples	20%
Assignment 4:	Contemporary issues and challenges	20%
Assignment 5:	Toward sustainable & equitable development in the North	20%
Class participation & weekly BLACKBOARD reflections/commentary		<u>10%</u>
TOTAL		100%

TEXTS AND MATERIALS

The following books, map, videos, and articles will be used in the course:

BOOKS

Demystifying the global economy: A guide for students. (O'Connor, D. E. 2002)

Frigid embrace: Politics, economics, and environment in Alaska. (Haycox, Stephen. 2002)

Nunavut: Inuit regain control of their lands. International Work Group for Indigenous Affairs (IWGIA). 2000.

Towards a new millennium: Ten years of the indigenous movement in Russia. International Work Group for Indigenous Affairs (IWGIA). 2002

Protecting the Arctic: Indigenous peoples and cultural survival. Nuttall, Mark. 1998.

COLLECTED READINGS

Collected readings/articles in comb-bound binding to be mailed during week 1.

Arctic Council-Arctic Monitoring & Assessment Program (AMAP), "The Arctic", "Polar ecology", and "Peoples of the North"

Coates, Ken. 1995. "The rediscovery of the North: Towards a conceptual framework for the study of northern/remote regions." *The Northern Review* 12/13.

Young, Oran R. 1992. "Internal colonialism or self-sufficiency? Problems and prospects in the circumpolar North" IN *Arctic Politics*.

Waldram, James B. et al. 1995. "Contact with Europeans and infectious diseases" and "New epidemics in the 20th century."

Hamilton, Lawrence C. and Carole Seyfrit. 1994. "Coming out of the country: community size and gender balance among Alaskan Natives." *Arctic Anthropology*.

Young, Oran R. 1992. "The mixed economies of village Alaska: Crisis and response." IN *Arctic Politics*.

Caulfield, Richard A. 2000. "Political economy of renewable resources in the Arctic." IN *The Arctic: Environment, people, policy*. Nuttall, M. and T.V. Callaghan, eds. Amsterdam: Harwood.

Fienup-Riordan, A., 1990. "Original ecologists?: The relationship between Yup'ik Eskimos and Animals." IN *Eskimo essays: Yup'ik lives and how we see them*.

Thornton, Thomas. 1999. "Subsistence: The politics of a cultural dilemma." IN *Alaska public policy issues: Background and perspectives*.

AMAP. 2000. "Climate change, ozone depletion, and ultraviolet radiation," IN *Arctic Pollution Issues*

AMAP. 2000. "Pollution and human health," IN *Arctic Pollution Issues*

Young, Oran R. 1992. "The militarization of the Arctic: Political consequences and prospects for arms control" IN *Arctic politics*.

Atlantic Monthly. 1993. "The last front of the Cold War." November 1993.

Browne, John. 2002. Speech of Lord John Browne, CEO British Petroleum, to Resource Development Council for Alaska. Anchorage, June 28, 2002.

Nuttall, M. 1998. "Cultural preservation through cultural presentation: Indigenous peoples and Arctic tourism," IN Nuttall, M. *Protecting the Arctic: Indigenous peoples and cultural survival*.

Nuttall, M. 2000. "Indigenous peoples' organizations and Arctic environmental cooperation," IN *The Arctic: Environment, people, policy*. Nuttall, M. and T.V. Callaghan, eds. Amsterdam: Harwood.

Nuttall, M. 2000. "Indigenous peoples, self-determination, and the Arctic environment." IN *The Arctic: Environment, people, policy*. Nuttall, M. and T.V. Callaghan, eds. Amsterdam: Harwood.

Fenge, Terry. n.d. "Toward sustainable development in the circumpolar North."
<http://www.carc.org/pubs/briefs/brief1.htm>

MAP

National Atlas of Canada, North Circumpolar Region map

VIDEOS

Trans-Alaska Pipeline: 20 years of Arctic oil
Journey to Nunavut: The Kreealak Story
Sila Alangotoq: Inuit observations on climate change
Norilsk: Life in the Arctic

COURSE SCHEDULE (Subject to change)

DATE/DAY

TOPIC/ASSIGNED READINGS

UNIT ONE: DISCOVERING THE CIRCUMPOLAR NORTH & ITS RESOURCES

9/9 TU

Course introduction/Introduction to BLACKBOARD

9/11 TH

Student presentations: Northern community profiles
ASSIGNMENT ONE DUE BY TODAY:

1) Sign into BLACKBOARD (<http://classes.uaf.edu>) and write a 1-2 paragraph personal introduction; share this via the discussion board

2) Prepare a brief (5-7 min) oral presentation that introduces the class to your home community/region or one that you choose in the North. If new to the North, choose a Northern community that

interests you. In your presentation, identify 2-3 major “development” issues of importance to your community’s future.

- 9/16 TU Introduction to UAF Writing Center and tips for writing well (10 min)**
- Introducing Arctic nation-states, peoples, & organizations**
1) Read in collected readings and discuss: AMAP, “The Arctic”, “Polar ecology”, and “Peoples of the North”
2) Review ARCTIC CIRCLE website (www.arcticcircle.uconn.edu), esp. “Introduction” and “Other resources”
- 9/18 TH Introduction to UAF Rasmuson Library distance services (10 min)**
- Conceptual models for studying the North**
Read and discuss: Coates, “The rediscovery of the North...” and Young, “Internal colonialism...”
- 9/23 TU Student presentations on audioconference**
UNIT ONE ASSIGNMENT
Choose one of the eight Arctic nations or cultural groups (preferably one you’re not familiar with) and write a paper 6-8 pages in length summarizing its history and geography, demographics, ethnic and cultural makeup, and contemporary political and economic circumstances. Identify at least two major issues affecting the development of communities and/or economies in your example. Include at least two relevant websites and two substantive library references in your “references cited.” Post this as an attachment by noon, 9/23, to all class participants using BLACKBOARD’s discussion forum.
- Be prepared to make a 5-10 minute presentation about your findings on our audioconference on September 23.

UNIT TWO: THE GLOBAL ECONOMY AND NORTHERN COMMUNITIES

- 9/25 TH The Global Economy: An Introduction**
Read and discuss: Demystifying the Global Economy (DGE), pp. ix-28
- 9/30 TU International Trade and Multinational corporations**
Read and discuss: (DGE), pp. 29-81.
- 10/2 TH Gaps in the Global Web**
Read and discuss: Demystifying the Global Economy (DGE), pp. 83-111.
- 10/7 TU A Planet at Risk**
Read and discuss: Demystifying the Global Economy (DGE), pp. 112-138, skim 139-213.
- 10/9 TH Student presentations on audioconference**
UNIT TWO ASSIGNMENT
In a paper 6-8 pages in length, discuss critically

ways in which the global economy and processes of globalization are affecting northern communities, both positively and negatively. Using the Internet, identify at least three websites that illustrate the nature and character of interactions between northern communities and peoples and the global economy. Include these sites and a brief description of them in your paper, but also share them (not your entire paper) with other class participants by noon, 10/9, via BLACKBOARD's discussion forum.

Be prepared to make a 5-10 minute presentation about your findings on our audioconference on October 9.

UNIT THREE: NORTHERN HISTORIES AND PEOPLES

10/14	TU	ALASKA: politics, economics, environment Read and discuss: <i>Frigid Embrace</i> , pp. ix-35
10/16	TH	ALASKA: politics, economics, environment Read and discuss: <i>Frigid Embrace</i> , pp. 36-82
10/21	TU	ALASKA: politics, economics, environment Read and discuss: <i>Frigid Embrace</i> , pp. 83-133 Watch and discuss video, " <i>Trans-Alaska Pipeline</i> "
10/23	TH	ALASKA: politics, economics, environment Read and discuss: <i>Frigid Embrace</i> , pp. 134-174
10/28	TU	NUNAVUT: Chapters I and II Read and discuss: <i>Nunavut</i> , pp. 11-96
10/30	TH	NUNAVUT: Chapters III-VIII Read and discuss: <i>Nunavut</i> , pp. 118-177 View and discuss video: " <i>Journey to Nunavut...</i> "
11/4	TU	NUNAVUT: Guest speaker about Nunavut Read and discuss: <i>Nunavut</i> , pp. 180-218
11/6	TH	RUSSIAN NORTH: Towards a new millennium Reading assignment: to be announced
11/11	TU	RUSSIAN NORTH: Towards a new millennium Reading assignment: to be announced
11/13	TH	RUSSIAN NORTH: Towards a new millennium Reading assignment: to be announced
11/18	TU	Student presentations on audioconference UNIT THREE ASSIGNMENT In a paper 6-8 pages in length, draw on the three case studies of Alaska, Nunavut, and the Russian North to compare and contrast their histories and political and economic development in the past 30-50 years. In what ways are they similar? In what ways are they different? In your view, to what extent have peoples in these regions been able to shape their own futures?

To what extent are they influenced by forces in the global economy?

Be prepared to make a 5-10 minute presentation about your findings on our audioconference on November 18.

UNIT FOUR: CONTEMPORARY ISSUES AND CHALLENGES

UNIT FOUR ASSIGNMENT: Due on scheduled day (to be announced)

Prior to the beginning of Unit Four, students will select one of the contemporary themes listed above and serve as co-facilitator for the class on a designated day. Usually two students will be asked to share this responsibility. As the designated co-facilitator, you are expected to lead the discussion about the readings, pose questions on BLACKBOARD for class consideration, and bring to the class at least two websites that are related to the topic chosen. You must post these questions and two websites on BLACKBOARD's discussion forum for all to see one day prior to your scheduled audioconference presentation.

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| 11/20 | TH | Student led discussions: Health and community well-being
Read and discuss: Waldram, "Contact with Europeans..." and Hamilton, "Coming out of the country..." |
| 11/25 | TU | Student led discussions: Mixed economies & subsistence
Read and discuss: Caulfield, "Political economy of renewable resources..." and Fienup-Riordan, "Original ecologists?..." |
| 11/27 | TH | NO CLASS – THANKSGIVING HOLIDAY |
| 12/2 | TU | Student led discussions: Pollution & human health/Climate change
Read and discuss: AMAP reports "Pollution & human health" and "Climate change..."; view and discuss video " <i>Sila alangotoq...</i> " |
| 12/4 | TH | Student led discussions: Militarization of the Arctic
Read and discuss: Young, "Militarization of the Arctic..." and <i>Atlantic Monthly</i> , "The last front..." |

UNIT FIVE: TOWARD SUSTAINABLE AND EQUITABLE DEVELOPMENT IN THE NORTH

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|-------|----|--|
| 12/9 | TU | Sustainable development and northern communities
Read and discuss: Protecting the Arctic (Nuttall), pp. 1-45, Browne, "Speech of Lord John Browne...", (CEO, British Petroleum), View and discuss video: " <i>Norilsk...</i> " |
| 12/11 | TH | Sustainable development and northern communities
Read and discuss: Protecting the Arctic (Nuttall), pp. 47-95
For today: review Arctic Council website (www.arctic-council.org) |
| 12/16 | TU | Sustainable development and northern communities
Read and discuss: Protecting the Arctic (Nuttall), pp. 97-148 |
| 12/18 | TH | Sustainable development and northern communities |

Read and discuss: Protecting the Arctic (Nuttall), pp. 149-176, Fenge, "Toward sustainable development..."

UNIT FIVE ASSIGNMENT: Due no later than 12/23

In a paper 10-12 pages in length, discuss what you believe to be important principles for sustainable and equitable development in northern communities, drawing explicitly on the readings and discussions we've had in this course. What community-based strategies appear to contribute to sustainable and equitable development, and what factors appear to undermine it?

OR

Complete the same assignment but present it in Powerpoint format that might be suitable for a community presentation. Send it as a Powerpoint file to me and share it with the class via BLACKBOARD's discussion forum. Include appropriate graphics, maps, and photos. Have fun!

APPENDIX A: HOW TO ACCESS BLACKBOARD AT UAF

<http://classes.uaf.edu>

(important note: there is no "www" in this address)

All students using BLACKBOARD must use a UAF email address on the "Aurora" computer. We will discuss how to arrange this during our first class session on Tuesday, September 9.

UAF is in the process of updating Blackboard usernames to match records with Aurora (UAF email) and Banner (UAF student records). **For those with a previous Blackboard username, note that your username may have changed. You may not even know that you have such a username.** You can verify your username by checking it against the [Aurora Finger Gateway](#) before proceeding with your Blackboard login.

After entering your first or last name (or known username) in the Aurora Finger Gateway text box and clicking the Search button on the web page, you should find your name listed in the following format:

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Login name: fsjsd12                In real life: Jane S. Doe
Directory: /users/s/fsjsd12      Shell: /bin/ksh
Never logged in.
No Plan.
```

Your UAF username will be listed next to "Login name:" (In this example, the UAF username is fsjsd12, and Jane Doe will use the username fsjsd12 to log into Blackboard.)

You may find a different UAF username from the one you have used in the past. If so, then be aware that we are in the process of changing all Blackboard usernames to match UAF Aurora usernames. Your Blackboard password has not changed.

If you are new to Blackboard or you do not find your name listed, then please call the UAF Department of Computing and Communications at 474.6564 or email fxhelp@uaf.edu to obtain an Aurora username.

Non-UAF students: Your UAF Blackboard username will be the first part of your UA email address; e.g., if your email address is asabc26@uaa.alaska.edu, then your UAF Blackboard username will be asabc26.

Please email support@classes.uaf.edu if you have any questions or concerns or experience login problems. **For security purposes, please be sure to email using your UAF email address.**