



School of Liberal Arts

NOST 101

Introduction to the Circumpolar World

Fall 2023

3 Credits

Course Outline

INSTRUCTOR	Amanda Graham, MA	OFFICE HOURS	By appointment daily
OFFICE	A2517	CLASSROOM	At vlt.is/course/index.php?categoryid=2
E-MAIL	agraham@yukonu.ca	CLASS TIME	Asynchronous; online paced
		CLASS DATES	18 September to 10 December 2023
TELEPHONE	+1 (867) 668-8773	CRN	10152

Liberal Arts office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770

COURSE DESCRIPTION

Introduction to the Circumpolar World is an online course developed by the University of the Arctic network for its Circumpolar Studies Core (it's their CS 100). It begins with a discussion of our perceptions of the north polar region and then introduces the landscapes, peoples and cultures and selected matters of contemporary interest to the people and governments of the northern circumpolar region. Through readings, assignments and discussions, students become familiar with the vocabulary, concepts, and features of life in the Circumpolar North. They develop an appreciation for the region's Subarctic and Arctic geography, its biological and physical systems, as well as the historical and contemporary cultures and political and economic systems of the peoples who reside in the North today.

The course offers an exciting and interdisciplinary mix of topics aimed at stimulating interests in and knowledge about the circumpolar world and is a prerequisite for upper-level UArctic Circumpolar Studies courses.

COURSE REQUIREMENTS

This course has no prerequisites. However, good English language proficiency in reading and writing is highly recommended.

EQUIVALENCY OR TRANSFERABILITY

This information refers to the current course and is taken from the BC Transfer Guide, January 2022. Please consult bctransferguide.ca for the complete list of transferability that includes older versions of this course. This course may be accepted for transfer by other institutions on a case-by-case basis.

Receiving Institution	Transfer Credit or Equivalent
AthabascaU	AU GEOG 302 (3)
CAMO	CAMO GEOG 100 level (3)
KPU	KPU GEOG 1XXX (3)
SFU	SFU GEOG 1XX (3)
TWU	TWU GEOG 100 level (3)
UBCO	UBCO GEOG 2nd year (3)
UBCV	UBCV GEOG 1st year (3)
UNBC (UArctic member)	UNBC NORS 101 (3) or UNBC INTS 240 (3)
UVIC	UVIC GEOG 100 level (1.5)
VIU (UArctic member)	VIU HUMA 1st year (3)
TRENT (UArctic member)	TRE GEOG 1045H
UArctic members	Equivalent course: CS 100 (course code varies)

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to any program for general or specific credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

RELATED COURSE REQUIREMENTS

Since this is an entirely online course, to get the most out of it, you should have regular and reliable access to a computer with an Internet connection and experience using both. Familiarity with a digital camera, scanner, webcam and other peripherals or equivalent input/output devices would be helpful.

In addition, the course is conducted in university-level academic English, so you should have, at a minimum, the ability to read and easily understand academic documents of 20 pages or more, be able to locate, assess and document academic-quality information online, and write properly referenced, short academic works of about 600 to 1,000 words with confidence.

Students will need to complete a separate University of the Arctic registration form allowing Yukon University and the UArctic Circumpolar Studies Office, currently housed at Trent University, Ontario, to share necessary student information. An account on the external course-site server will also be required. This account will remain available to you after the course is concluded unless you request its deletion. Ongoing access to the course after its completion, however, is not guaranteed.

LEARNING OUTCOMES

With conscientious application and successful completion of the course, you will be able to

- A. Explain the concept of nordicity using examples from various subject areas or disciplines.
- B. Identify and describe the physical and biological features and processes of the Circumpolar North.
- C. Identify and describe features of cultures, social structures, and political systems of the Circumpolar North.
- D. Contrast the historic and contemporary economic activities in the Circumpolar North.

- E. Identify and describe several of the critical issues the Circumpolar North faces, climate change, self-determination, stewardship, and globalization, as examples, and place them in context.
- F. Identify strategies for building a common identity in the Circumpolar North.
- G. Locate and evaluate online and other sources of high-quality information on the Circumpolar North and its issues, including maps, books, and journal articles.

YUKON FIRST NATIONS CORE COMPETENCY

This course does not satisfy the Yukon First Nations core competency requirement, though it touches on relevant issues. For a list of suitable courses, and options for satisfying this program requirement, please see www.yukonu.ca/yfnccr

COURSE FORMAT

Delivery format

This is an online, paced course. That means there are no in-person or group/Zoom meetings scheduled for this course and you will engage with the course site and complete the work and assignments on your own schedule.

While there may be no set meetings times, video- or audio-conferencing may be used for office hours and class meetings. The “paced” nature of the course means that class will proceed on a weekly timetable with set assignments and due dates.

This is an online course **taught off-site (i.e., not hosted in Yukon University's MyCourses)** but using the same Moodle learning management system (LMS). It consists of eleven week-long modules, each comprised of a “lecture” or module text that includes required and suggested reading, glossary lists and study questions. A link to this site is posted on your YukonU My Courses NOST 101 course page for convenience.

Students discuss the module material and explore its ideas in online forums through three sets of two individual mini-projects (six total) called “postcards.” Summary work at the end of the course will be a choice of two activities. One is a short, written assignment that brings the new learning to bear on a discussion of some matter of circumpolar current events. The other is a three-part, timed, online exam that tests vocabulary and concept knowledge as well as broad understanding of contemporary circumpolar issues with short-answer and essay-answer questions.

Estimated Workload

In this asynchronous (no set meeting/lecture hours) course, you should plan to spend **about three hours a week** engaging in the material on the course site, reading the modules and other required texts, and contributing to discussions in the forums. This workload is equivalent to the three hours of class time you'd experience with an in-person course. You will need to schedule time each week to drop into the course site and catch up with and respond to developments.

Data from previous classes show that three one-hour visits per week is more effective and less effort than fewer longer sessions.

University work is not only a matter of reading and discussing, and that is certainly the case with this course. To complete the assignments and contribute helpfully to the discussions, you will likely need to spend **at least another three to nine hours per week on research, discovery, and writing**. Your mileage may vary.

ASSESSMENTS

There are **four parts or stages to this course** and there are assignments/assessments for each: Preparation, Knowledge, Community and Summary.

Stage 1: Preparation for Work in the Course

Do this first: Academic Integrity Quiz (5%)

As an online course that will see you relying heavily on online resources, it is vital that you demonstrate an awareness of how to use those resources ethically and correctly in a university-level course.

While **plagiarism** — essentially presenting text from sources without flagging it as being composed by someone else in academically acceptable ways — is the most likely form in online courses, there are also **other forms of dishonesty**, including collaborating on course work, sharing answers on quizzes and exams and submitting work of others as your own.

I want to be sure you know what they are so that everyone reading your posts and learning from them knows that they can rely on the information you bring to and share with the class. **After the first due date, 8 October, content elements of the weekly postcards will not be graded until this quiz has been passed. This will result in reducing the maximum grade you can earn for a postcard by 50% or more.**

Stage 2: Knowledge Development During the Course

Three sets of two module “postcards” ((2x3) x 7.5% = 45%, outcomes A, B, C, D, E, F and G)

The course has ten numbered content *modules* plus one additional history week between modules 6 and 7. Each week there are both directed and informal discussions of the module content and an academic “postcard” research-and-report activity. You will prepare a roughly 500-word “postcard” for two course modules in each of three theme areas (segments or sections). The outcomes supported will vary per week and topic.

The postcards **should be posted by Thursday at 10 pm each week so they can be commented and discussed, but there is “wiggle room.” The grading deadline for a postcard is 10 pm, course time (Yukon Time) on Saturdays. Any postcard posted after that deadline will not be graded**, though it will be accessible for comment and discussion.

You may choose which postcards you do but **you must do two from each of the three theme areas**, that is, two in modules 2, 3 and 4, another two in the next four modules, 5, 6, history, and 7, and a final two in the three remaining modules, 8, 9 and 10. If you do all the postcards in a theme area, the top two marks are counted.

As noted above, late postcards **will not be marked** unless an extension has been granted in advance.

Proper academic writing, with full citations and references, is expected in the postcards.

After October 8, postcards without well-formatted citations and references (both parts) will not be marked.

Stage 3: Sharing the Learning in the Online Community

On-line participation, contributions, and engagement (20%, outcomes A through F)

NOST 101 is an **asynchronous, paced** online course (that is, at no set meeting times) in which you work through the material as a class with the other students on the course site.

A new topic (module) begins each Monday. **Attendance** is recorded by the course site in its logs, as is your use of the resources and discussion activity.

Your engaged **participation** in the life of the course is vital for us all to have fun with and benefit from the course. Experience shows that several regular short visits each week (3–4 times) is more effective for learning and keeping up with the course work than less-frequent long visits weekly or less.

To make this course a success for us all, you will need to have done the module readings for each topic, explored the topic further if you can, and take an **active** part in the forum discussions and digressions that develop around the postcards.

Engagement is vital; it improves your own learning and helps others learn better, too. An informed class is a really interesting class. Suggestions of ways to participate in module discussions are to be found in the coursework document posted on the course website.

Please inform the instructor **if you are or will be unable to visit the course site** for four days or more (i.e., because of illness, emergency, etc.). This is also the route to follow **if you have technical issues connecting to the site**.

If you're not on the course site for any good reason, the instructor needs to know to be able to adjust the participation grade calculation.

Stage Four: Taking Stock of Your Learning in a Summary Assignment

Choose ONE of these two options

A. A topic paper or “newspaper” (30%, outcomes E, F and G with elements of A through D)

Starting from some **Circumpolar current event(s) or topic(s)**, develop, research and prepare a short (about 500 to 600 words) paper that discusses the links you see drawing on your learning in the course.

For this assignment, you'll choose two or three related, recent, news items (involving two or more circumpolar countries) and discuss the importance of these events or their connection to some aspect of the Circumpolar North as you've come to know it in the course. Details are supplied on the course site.

Due by the end of Exam Week/Week 12.

B. Comprehensive online exam (30%, outcomes A through F)

The three-part comprehensive exam **will be conducted on-line in Exam Week/Week 12** and will draw

upon the module texts and glossary lists, discussions, and other readings. Question formats include true/false, multiple choice, matching, fill-in-the-blanks and short or long paragraph or essays.

A sample of the short questions will be available for five days before the exam opens to help you decide.

Evaluation

Stage 1: Preparation for online work: Academic integrity quiz	5 %
Stage 2: Circumpolar Knowledge Development: Postcards (6 total)	45 %
Stage 3: Sharing Knowledge with the Course Community: Participation, contribution, and engagement	20 %
Stage 4: Summary: Exercising Your Circumpolar Learning: Either a short “news paper” or an online, comprehensive exam	30 %
Total	100%

TEXTBOOKS & LEARNING MATERIALS

CS 100 course texts and readings. These are supplied online in “Course information” on the course home page. The module texts are available as illustrated web pages, PDF files (suitable for printing) and EPUB and MOBI book files (for most e-readers). Modules 1 and 2 are available as audio files.

Highly recommended supporting materials

Map of the North Circumpolar Region (National Atlas of Canada Reference Map Series, MCR-001).

Canadian students should consider buying this map; UArctic students should try to buy a similar map locally. Digital copy available online from the course site and is loaded on the NOST 101 page for convenient access by Yukon University students.

Google Earth. This is a stellar resource and well worth installing on your laptop or device. It's exceptionally helpful for people learning about different parts of the world.

Additional readings may be discovered, supplied, suggested, or recommended by the instructor or other students.

Other materials, apps and guides may be recommended by the instructor or other students during the course in response to specific discussions or questions.

COURSE WITHDRAWAL INFORMATION

YukonU Academic Regulations specify that students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program.

See withdrawal information at yukonu.ca/admissions/money-matters

Refer to the **YukonU website for important dates:** yukonu.ca/admissions/important-dates

Refunds may be available within the first one or two weeks of the course. See the Refund policy and procedures at yukonu.ca/admissions/money-matters

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner.

Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca. [Text updated 16 November 2022]

TOPIC OUTLINE

Week	Date	Module topic / reading
0. Getting Started, Getting Comfortable: Learning the site, meeting the class		
1	18 September	Module 1: Introduction to the Circumpolar World
1. Lands and Environment: Sources of, and living with, nordicity, what's on the ground?		
2	25 September	Module 2: Northern Perceptions
3	2 October	Module 3: Northern Environments
4	9 October	Module 4: Peoples and Cultures
2. People and Cultures: What's going on in people's lives?		
5	16 October	Module 5: Contemporary Economic Activity
6	23 October	Module 6: Political Systems
7	30 October	History Week

Week	Date	Module topic / reading
8	6 November	Module 7: Climate Change
3. Contemporary Issues: What's hot today in the coldest region?		
9	13 November	Module 8: Stewardship of Resources and Sustainable Development
10	20 November	Module 9: Northern Governance
11	27 November	Module 10: Geopolitics, Security, and International Society
Putting it all together and being circumpolar		
12	4 to 10 December	Summary paper / exam period (online); All work to be in by 10:00 pm (Yukon time) on 10 December