

Semester I Fall 2016

CAS IR 545 The Arctic and International Relations

Room 406, SED

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OUTLINE OF THE COURSE

The Icelandic-Canadian-American explorer Vilhjalmar Stefansson prophesied nearly one hundred years ago that the Arctic would be the world's true Mediterranean Sea. It was the juncture of many countries and powers and was geographically at the middle of the globe, i.e., the North Pole. The Arctic, however defined, has become an area of intense focus among major states, international organizations, scientific communities, anthropologists, and economic enterprises. The cause of this recent interest has been the actual and prospective climate change that will open up new ocean paths, raise issues of sovereignty, and may prompt security confrontations between regional powers, and, finally, will have an impact on the original inhabitants of the region. This course will focus on the geo-political implications for Arctic nations and those beyond the Arctic of the opening of this once remote and now newly accessible region.

REQUIRED TEXTS / READINGS

Charles River Editors, *Native American Tribes: The History and Culture of the Inuit (Eskimos)*
Charles River Editions, 2014 ISBN 9781492792765

Emmerson, Charles, *The Future History of the Arctic*, Public Affairs, 2010 ISBN 978-1-58648-636-5

Haftendorn, Helga, *The Case for Arctic Governance*, Centre for Arctic Policy Studies, University of
Iceland, 2014 ISBN 978-9935-23-012-6

Ipellie, Alootook, *The Inuit Thought of It*, Annick Press, 2007 ISBN 978-1-55451-087-0

Kent, Neil, *The Sámi People of the North*, Hurst, 2014. ISBN 978-1-84904-257-4

Kraska, James, ed. *Arctic Security in an Age of Climate Change*, Cambridge, 2011 ISBN
978-1-107-00660-7

Lanteigne, Marc, *China's Emerging Arctic Strategies*, Centre for Arctic Policy Studies, University of
Iceland, 2014 ISBN 978-9935-23-069-0

All texts are available at the BU bookstore and most are also available from the Mugar Library online or other sources.

Other required readings are available either online or on the course website as indicated in this syllabus. From time to time readings from contemporary periodical articles, as they appear, will be added to the required readings list and be made available on the website.

RECOMMENDED WEBSITE

There is a web site containing daily updates on publications and events relating to the Arctic which you will find most useful: www.arctic.gov. The administrator of the site welcomes your joining it.

COURSE GRADING FACTORS

Oral reports*/participation	continuous	25%
Quizzes	(as announced beforehand)	20%
Course paper**	Prospectus due: Nov 22 in class	5%
	Finished Paper due: Dec 16	50%

* See Appendix I for details on oral reports

** See Appendix II for undergraduate/graduate course paper requirements

POLICIES AND PROCEDURES

Class Preparation and Attendance: You are expected to come to class and are responsible for material covered in class. Some material presented in class discussion will not be elsewhere explained or dealt with.

NO LAPTOPS IN CLASS: There are compelling reasons for this policy as substantiated by many recent rigorously conducted studies. See the web site for abstracts of a set of 7 studies on this matter.

Absences: Absences are excused when there is, in my judgment, a valid reason. If you are absent because of a University approved function, you will need a written statement. University policy states that students "excessively absent" may be required to withdraw from the course "without credit." I consider that more than five absences from classes for any reason (including illness) is excessive. Absences will **measurably** affect your grade and may cause you to be withdrawn from the course. The College requires taking attendance at class and that will be done.

Instructor contact: I am available to talk to you at the times specified in office hours and I invite you to use these times to ask questions on things which are not clear to you. Chances are they may not be clear to others as well. Such questions often raise issues whose clarification at a following class benefits the entire class.

E-mail contact: I respond to all e-mails as promptly as I can, usually within 24 hours. It is best to include the course number in your subject line. If I have not responded to your e-mail, you should not assume I have seen it. Though the e-mail system is very good for brief communications, e.g. arranging meetings or asking for a clarification on material covered, I will **not** use email as a substitute for discussions appropriate to office hours.

Incompletes: The CAS policy on incompletes - basis for granting, written contract for resolving, one year limit on, etc. - will be observed scrupulously.

Academic Conduct: All class members are expected to maintain high standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university. For more on the definition of plagiarism and the standards to which you will be held, see the CAS Academic Conduct Code, available at:

<http://www.bu.edu/academics/resources/academic-conduct-code/> or the GRS Academic Conduct Code:
<http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/>

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IR 545 SCHEDULE AND READING ASSIGNMENTS

PART I: HISTORICAL/INFORMATIONAL BACKGROUND

Week I

Sep6/8 Introduction - Defining the Arctic
THE ARCTIC REGION
Emmerson, *The Future History of the Arctic*, Introduction & Ch. 1, Visions

Week II

Sep 13/15 *Future History*, Ch. 2 - Ch.5, Visions and Power
Future History, Ch. 6 - Ch. 7, Nature

Week III

Sep 20/22 *Future History*, Ch. 8 - Ch. 10, Riches
Future History, Ch. 11 - Ch.13, Riches and Freedom

PART 2: POLITICAL ACTORS

Week IV

Sep 27/29 RUSSIA AND THE ARCTIC
Zysk, "Military Aspects of Russia's Arctic Policy: Hard power and Natural Resources (Ch. 6, Kraska)
Antrim, "The Russian Arctic and the Twenty-First Century" (Ch. 7 Kraska)
Konyshv and Sergunin, "Russian Military Strategies in the High North" (Website)

Week V

Oct 4/ 6

NORWAY AND THE ARCTIC

Tannes, “Arctic Security and Norway” (Ch. 4 in Kraska)

Flikke, Norway and the Arctic: Between Multilateral governance and Geopolitics (Ch. 5

Kraska)

Dyndal, Gjert “The Political Challenge to Petroleum Activity around Svalbard”

<https://www.rusi.org/publications/journal/ref:A536D052630380/#.VJMoxHu3pi0>

Week VI

Oct 11

MONDAY SCHEDULE

Oct 13

CANADA AND THE ARCTIC

Government Policy Statement

http://www.international.gc.ca/arctic-arctique/arctic_policy-canada-politique_arctique.aspx?lang=eng

Huebert, “Canada and the Newly Emerging International Arctic Security Regime” (Ch. 12, Kraska)

Lackenbauer, “Polar Race or Polar Saga? Canada and the Circumpolar World” (Ch. 13 Kraska)

Week VII

Oct 18/20

NORDICS AND THE ARCTIC

Bertelson, “Devolution and Withdrawal: Denmark in the North Atlantic, 1800-2100.” (Website)

Peterson, “The Arctic Challenge to Danish Foreign and Security Policy” (Kraska Ch.9)

Wor, “Arctic Security: A Greenlandic Perspective” (Kraska Ch. 10)

Ingimundarsson, “Territorial Discourses and Identity Politics: Iceland’s Role in the Arctic “ (Ch.

13 Kraska)

Petursson, “Icelandic Security in a Changing Regional and Geopolitical Seascape: Limited Capabilities and Growing Responsibilities” (Website)

Week VIII

Oct 25/27

US AND THE ARCTIC

- Corgan, “The US in the Arctic: Superpower or Spectator?” (Website)

US Arctic Strategy 2013, http://www.whitehouse.gov/sites/default/files/docs/nat_arctic_strategy.pdf

Week IX

Nov 1/3

NON-ARCTIC COUNTRIES AND THE ARCTIC

General

Järvenpää and Ries, “The Rise of the Arctic on the Global Stage” (Kraska Ch. 8)

European Union

Balao, “The European Union’s Arctic Strategy(ies): The Good and/or the Evil”

Week X

Nov 8/10

NON-ARCTIC COUNTRIES AND THE ARCTIC

China

- Lantaigne, *China’s Emerging Arctic Strategies: Economics and Institutions*

India

Ministry of External Affairs Statement, [http://mea.gov.in/in-focus-article.htm?21812/India+and+the+Arctic Jha, "India Pursues Scandinavian Partnerships to Join Arctic Race](http://mea.gov.in/in-focus-article.htm?21812/India+and+the+Arctic+Jha,+India+Pursues+Scandinavian+Partnerships+to+Join+Arctic+Race)

<http://www.worldpoliticsreview.com/articles/14276/india-pursues-scandinavian-partnerships-to-join-arctic-race>

Week XI

Nov 15/17 **INTERNATIONAL ORGANIZATIONS AND THE ARCTIC**
Arctic Council "Declaration on Establishment of The Arctic Council (The Ottawa Declaration) - 1996" at Arctic Council Website, www.arctic-council.org
Inuit Circumpolar Council "Charter and Bylaws" at ICC website, www.inuitcircumpolar.com

Week XII

Nov 22 LOS Sovereignty Disputes and Marine Passage
in class lecture
PAPER PROSPECTUS DUE

Nov24 **THANKSGIVING BREAK**

PART 3: PEOPLES OF THE ARCTIC

Week XIII

Nov 29/Dec 1 **INUIT AND SAMI**
Charles River, *Inuit*
Ipellie, Alooook, *The Inuit Thought of It*
Kent, *The Sami Peoples of the North*, Chs 1-7

Week XIV

Dec 6/8 **SAMI PARLIAMENTS, RUSSIAN PEOPLES**
Josefsen, "The Sami and the National Parliaments: Channels for Political Influence,"
<http://www.ipu.org/splz-e/chiapas10/saami.pdf>
GOVERNANCE
Haftendorn, *The Case for Arctic Governance: The Arctic Puzzle*

DEC 16 **COURSE PAPER DUE**

APPENDIX I - Oral Reports

eginning with the third week of the course, each student will be responsible for one in-class oral report on a subject related to the Arctic, most often a biographical sketch. These reports will be brief presentations (**no more** than 5-7 minutes) to the class on the information you have gathered in your research. You will also provide me with a synopsis of your report - maximum of two pages - which may be either in outline or narrative form. As with any academic paper, sources should be indicated. Other choices than those below may be provided during the course.

B A list of topics for oral repots is given below:

Sep 12/14 the Arctic Circle

Sep 19/21 The North Poles

Sep 26/28 Willem Barentsz

Feb 24/26 -- Vitus Bering

Mar 3/5 – Semyon Ivanovich Dezhnev

Mar17/19 – Fridtjof Nansen
Roald Amundsen

Mar 24/26 – Adm Robert Peary
Adm Richard Byrd

Mar31/Apr2 - NS Arktika

Apr 7/9 - Sirius Patrol

Apr 14/16 - Lisa Murkowski
Aleqa Hammond

APPENDIX II

IR 545 COURSE PAPER INSTRUCTIONS

DESIGN: This paper will be a research paper on a topic selected by you and approved by me. There are numerous possibilities. You may do a paper relating to the Arctic 8 countries in relation to one another or, alternatively, any of these or any Arctic institution in relation to the outside world.

THE PROSPECTUS: This will be a three to five page paper outlining the direction of your efforts, to date, in preparing your finished paper and the research questions or problems with which you are attempting to deal.

THE FINISHED PAPER: All papers will have three parts:

- 1) a summary of your project, (no more than one page)
- 2) the body of the paper itself and,
- 3) an acceptable bibliography.

GRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: 20 to 25 pages.

UNDERGRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: 15 to 20 pages

GUIDANCE ON WRITING PAPERS

(Note: In the interest of maintaining common standards in the Department and by mutual agreement, these the following guidelines are adapted from those first developed and promulgated by Professor Grimes while on the CAS Academic Conduct Committee)

You may choose any relevant topic, subject to my approval. The length of the paper should be 15-20 pages (20-25 for graduate students), not including the bibliography. Although this may seem rather long, it still requires that you focus fairly narrowly on a specific topic. One way of choosing a sufficiently narrow (and interesting) topic is to choose something that you think is wrong with current practices or law and argue against it - e.g. "The CLCS is an inadequate mechanism for resolving resource access disputes." Another approach is to do a cross-country comparison - e.g. "Arctic planning in both the US and Canada works at cross-purposes with the other country's efforts." You can also do a chronological comparison - e.g. "the focus of Russian Arctic efforts has changed considerably from Czarist, to Soviet, to the present regime." If you have any questions regarding topics, please see me.

Once you have specified a topic, you must consider the case both for and against your thesis. To do this, you must assemble and organize evidence in such a way as to convince the reader (me) that your argument is sound and that the facts support it. You should have at least 8-10 sources - more if a lot of them are short newspaper or magazine articles. How you choose to make use of your evidence is up to you. Just make sure that you make a clear argument in the paper, and that your evidence supports it better than it supports alternative explanations. (If the evidence supports different conclusions than your

own, you should change your conclusions, not the evidence.)

I will not be able to review drafts, although I will be happy to speak with you about your paper at any point along the way. When you do turn it in, please make sure that it is a finished product of which you can be proud. Make sure that you say what you want to say, and that the paper moves along in a logical manner. In particular, read it over carefully (several times if necessary) for misspellings, punctuation and capitalization errors, and grammatical mistakes. I know a last-minute paper when I see it and will grade accordingly. You may find it useful to meet with a tutor at the Writing Center.

What follows below is a handout that I prepared a number of years ago. Much of what it covers is basic, but it may still be a useful reminder. If you have any questions, come talk to me about them.

I. WHAT IS A GOOD PAPER?

First and foremost, a good paper **says something**. This is a chance for you to think through a subject on your own, and then try to prove to me that your interpretation is correct.

Second, a good paper requires a **good argument**. You can be "right" and have a weak argument - if so, you have a weak paper. In general, what is "right" is a matter of dispute, so all you have is your argument. *A statement does not constitute an argument*. This is argument by assertion. An argument requires both logic and evidence. "Logic" means that your thesis makes sense on its own terms - a well-educated reader (i.e. your professor) can understand what connects one assertion to the next. Proper use of "evidence" means that you present the facts that are relevant to your case, including facts that do not support it. It also means that you do not present facts that are not relevant to your case. This sounds like an obvious point, but sometimes you may want to present evidence simply in order to show that you did research. Resist that temptation.

Third, a good paper requires **good research**. As a guideline, a 10-15 page paper should include 8-10 sources, most of which are books (other than class readings) or longer articles. A bibliography which includes nothing more than five or six newspaper articles will not suffice. In doing your research, use reputable sources, and make sure to distinguish between facts, hypotheses, and opinions. If you have any questions regarding sources, see me or a reference librarian as soon as humanly possible.

Fourth, a good paper requires **structure**. I expect you to organize your argument and evidence in a way that is logical and clear. To be a good writer, structure is even more important than word choice. Your paper should have an **introduction**, with a clearly-stated thesis; a **body**, in which you clarify your argument and consider the evidence; a **conclusion**, in which you demonstrate why the evidence and analysis you have presented actually prove your point; and a **bibliography**.

Fifth, I expect good **proofreading**. Not everyone is a great writer, but a paper that is filled with misspelled words, grammatical mistakes, and sentence fragments is simply not acceptable for a college student. You must take the responsibility for proofreading your paper, or for consulting with the Writing Center, *before* you turn it in.

Finally, I expect **academic honesty**. This means proper citation of all sources, no fabrication of evidence, and not turning in the same paper for two classes. All three of these points are covered in the Academic Code. As you know, I am a member of the Academic Conduct Committee, and am obligated

to turn over any cases of suspected plagiarism to that committee.

II. HINTS

1. *Use an outline.* Without an outline, it is likely that you will forget something important. A good outline will give you a logical roadmap, laying out the steps that you need to prove your case. It is an essential place to work out the logic of your argument. Finally, it is useful for figuring out exactly where you will put specific evidence.

2. *Read it over several times.* Ernest Hemingway once said, "I am not a writer, I am a re-writer." I am not expecting Nobel Prize-level prose, but I do expect you to have read over the paper several times in order to make sure that you are saying what you think you are saying. The only way to do that is to finish your first draft well before you turn it in. My suggestion is that you not look at a draft for a few days, then read it as if it were someone else's. Ask yourself the following questions: Are you convinced by the argument? How could it be more clear? The answers to those questions might be the difference between an A and a B, or a B and a C, etc.

3. *Don't take chances with plagiarism.* Plagiarism is a serious offense in an academic community, and can get you expelled. If you are not sure whether or not to cite a fact or analysis, you should cite it - better safe than sorry. The other alternative is to check with a tutor at the Writing Center.

4. *Eliminate grammatical and spelling errors.* Just thought I'd remind you.

III. SOURCES

1. **Independent research.** I expect you to rely primarily on sources that are **not** in the syllabus.

2. **Foreign-language sources.** You are allowed to use foreign language sources to obtain information that is not readily available in English. However, you must use English-language sources as well. You are responsible for citing foreign-language sources in the same way as English-language sources, whether you paraphrase them or use a direct translation. Please do not use foreign-language sources as cover for fabrication - if something seems suspicious, I *will* verify it, even if it means finding a translator.

As with all research papers, you must use acceptable scholarly practice on attributing your sources. You may use any citation method you wish but I prefer the use of parenthetical citation. Consult a good style sheet for the proper practice of the method you select. Whichever method you choose, you must be consistent. The number of sources will depend on your topic but you must have enough in order to insure that you are not merely doing a book report on one or two works. Familiarize yourself with the CAS Standards of Academic Conduct regarding plagiarism.