

JSIS 495H Task Force: Arctic Sea Ice and International Policy

Winter 2020, Tuesday & Thursday 2:30-4:20 p.m., Fisheries Science Building (FSH), Room 109

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Course Description

As Inuit, our relationship with the environment is steeped with meaning. It shapes our identity, values and worldview ... Keeping our homeland cold is critical to us as a people. The international community understands now, more than ever, just how key keeping Inuit Nunangat cold is to avoiding irreversible changes to the Earth's entire climate system.

– Natan Obed, Inuit Tapiriit Kanatami¹

Where I live, the sea ice never stops. It is a living thing.

– Jayko Oweetaluktuk, Nunavik²

Ice is critical to life. Ice is the largest storehouse for freshwater on earth. But, the Arctic is warming at nearly twice the global average and we are losing ice at an alarming rate. Ice sheets are losing mass, glaciers are retreating, permafrost is melting, and sea ice is thinning and is less extensive. To date, there is no international policy for sea ice. The United Nations Convention on the Law of the Sea (defining the rights and responsibilities of nations with respect to use of the oceans) dedicates one article (Article 234) to the protection of “ice-covered areas” and this is open to interpretation. How might we think about the development of policies to protect ice? In this course we will look at the impact of climate change on Arctic sea ice and engage in a simulated exercise to draft an Arctic sea ice policy for Canada, where sea ice plays a role in how we understand the Northwest Passage and is an integral part of Inuit life and culture. In this course students will be introduced to how ice is understood in Western science and culture and the role of ice in the lives of Inuit. Students will also be encouraged to think creatively—to think about ice as alive, as having memory, as constituting territory, and as a human right—and to explore ice through science, culture, history, law, and art. The class will travel to Ottawa the last week of January to visit with scientists, scholars, representatives from the Inuit organizations, and federal government departments. The Task Force will create policy recommendations on challenging issues related to Arctic sea ice and international policy.

¹ Inuit Tapiriit Kanatami, *National Inuit Climate Change Strategy* (Ottawa, Inuit Tapiriit Kanatami, 2019), pg. 2.

² Inuit Circumpolar Council, Canada, *The Sea Ice Never Stops: Circumpolar Inuit Reflections on Sea Ice Use and Shipping in Inuit Nunaat* (Ottawa, Inuit Circumpolar Council, Canada, 2014), pg. i.

Course Expectations

The Task Force may be one of the most challenging experiences of your undergraduate career. In a very short amount of time you will have to identify the crucial aspects of your topic, summarize that information, analyze it, and write up your findings. Major international policy issues have no easy solutions. Nonetheless you will attempt to come up with effective recommendations. You should be prepared to deal with confusion, intellectual struggle, being overwhelmed, and intense group collaboration on a timeline. You will also experience a sense of tremendous satisfaction after the final evaluation and at the following celebratory dinner.

You will work together as a team to create well-researched policy recommendations. You will produce a final report that will be professionally assembled and the written report will be presented to the expert evaluator, as well as an oral presentation. Each chapter will be no less than 2,500 words and no more than 3,500 words (not including footnotes and bibliography). The final report will be 100 pages or less. General format and style guidelines will be provided.

In addition, and as a Junior Arctic Fellow supported by a grant from the Carnegie Corporation of New York, you are required to work with a professional copy editor to revise (if necessary) and prepare your chapter for publication in Issue #7 of the [Arctic and International Relations Series](#) published by the Jackson School's International Policy Institute. This process could extend into Spring Quarter.

The students run the Task Force. The instructors provide guidance, preliminary lectures, and act as advisors during the process of writing and researching chapters for the report. You are required to take on much more responsibility than you would in a regular undergraduate class. You will be acting as a Presidential or Royal Commission—a group of professionals appointed for their expertise to take on a major international policy issue and provide relevant recommendations.

Written Assignments

Your primary assignment for this course is your chapter for the report and contribution to the oral presentation. It is *highly* recommended that you begin a file for your chapter the first week of class with a tentative title, main question, and a draft abstract (data source, methodology). Include also the start of your reference list (Footnotes/Endnotes Chicago Style). This will save you significant time later. From the holiday readings, media, course lectures, Ottawa presentations, and your own research, you will add to this file organizing and reorganizing as you go.

Key Resources for the Task Force

- [TASK FORCE Student Handbook 2020](#) (20 pages)
 - [Arctic Sea Ice and International Policy Research Guide](#), UW Libraries (specific to class)
 - [Arctic and Northern Studies Research Guide](#), UW Libraries (Arctic studies general)
 - [Chicago Notes and Bibliography Style](#) (required for all assignments and final report)
 - [Arctic Task Force website](#)
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Reading and Assignments

Holiday Readings and Assignment #1 (see separate sheet)

WEEK 1 - REVIEW HOLIDAY READINGS/LOGISTICS FOR QUARTER

Tuesday, January 7th

Class Activity:

- Review of holiday readings and assignments
- Review syllabus and grading; review publication in *Arctic and International Relations Series*

Preparation for Thursday, January 9th:

- Upload working file for report chapter titled with your name into the shared [Google Drive class folder](#), but maintain your own backup(s); include your question and initial thinking
- Review library research guides (see “Key Resources” above)

Introduction to readings/assignment for Tuesday, January 14th

Readings:

- [Canada's Arctic and Northern Policy Framework](#) (including international chapter, link at end of document), Government of Canada, 2019.
- [Canada's Arctic and Northern Policy Framework: International Chapter](#), Government of Canada, 2019.
- [Arctic and Northern Policy Framework: Inuit Nunangat](#), Inuit Tapiriit Kanatami, 2019.
- [Statement on Canada's Arctic Foreign Policy](#), Government of Canada, 2009.

Assignment #2: Canada's Arctic and Northern Policy Framework, 2019

DUE Monday, January 13th, 8:00 a.m. by email

- Summarize Canada's current vision and priorities for the Arctic as laid out in *Canada's Arctic and Northern Policy Framework* (2019). From the international chapter, how do you see Canada playing a leadership role? From the Inuit Nunangat chapter, how would you describe an Inuit-centered vision/priorities for the Arctic? What does the *Framework* (and chapters) tell you about Arctic sea ice policy and how does this inform your chapters? Finally, how do you envision the Task Force report on a policy for Arctic sea ice adding to the *Canada's Arctic and Northern Policy Framework*? (By quickly reading over Canada's 2009 *Statement on Canada's Arctic Foreign Policy* you will get an immediate sense of how Canada's Arctic policy has evolved in 10 years and how policy that is developed in consultation and collaboration with Arctic Indigenous peoples and residents, differs dramatically from policy that did not include consultation.) No more than one page, single-spaced, emailed to instructors, titled with your name and Assignment #2.

Task Force Logistics:

- Appoint editors, coordinators, Ottawa report editors, slideshow organizers, dinner speaker
- Confirm availability of all students for the full day Friday, March 13th
- Review timeline for course (course content, Ottawa, draft papers, final papers)
- Starting your chapter - uploading into google docs, Zotero
- Coordinator - communication plan; distribute deadlines to students next week

Thursday, January 9th

Class Activity:

- Task Force Library Workshop with Dan Mandeville, Suzzallo Instruction Lab (meet at Library)

WEEK 2 - ARCTIC FOREIGN POLICY/SEA ICE AND SCIENCE POLICY

Tuesday, January 14th

Class Activity:

- Review Assignment #1
- Discussion chapter titles, initial thinking
- Discussion of Canada's foreign policies with Max Showalter, doctoral candidate, Oceanography
- State of science on Arctic sea ice - part 1

Introduction to readings/assignment for Thursday, January 9th

Readings for Thursday:

- [Arctic sea ice status summary](#) (Sept 26, 2019). Perspective on the state of Arctic sea ice and how changes are monitored using satellite data, including many visualizations of the data
- [State of the cryosphere: sea ice](#) This has related content, may help to view in a different way
- [Arctic Report Card](#) (2019) Read headlines, highlights, and watch video
- [Arctic Report Card Sea Ice](#) Essay on current state of sea ice
- [Canada's Changing Climate Report \(2019\), Section 5.3 on Sea Ice](#) -- added on 14 Jan 2020

Thursday, January 16th

Class Activity:

- Microbial life in sea ice with Max Showalter
- Introduce Ottawa program
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Introduction to readings/assignment for Tuesday, January 21st

Readings:

- *Siku: Knowing our Ice, Documenting Inuit Sea-Ice Knowledge and Use*, [Chapter 3: Mapping Inuit Sea Ice Knowledge, Use, and Change in Nunavut, Canada \(Cape Dorset, Igloolik, Pangnirtung\)](#)
- [The Sea Ice Never Stops – Circumpolar Inuit Reflections on Sea Ice Use and Shipping in Inuit Nunaat](#), 2014 (57 pgs.)

Assignment #3: What is an Inuit concept of sea ice? - **DUE, Tuesday, January 21st, 8:00 a.m. by email**

- Drawing on both of the readings, how would you describe an Inuit approach to sea ice - think here about sea ice from a variety of perspectives - the physical sciences, biological sciences, culture, law, human rights, the arts. How is an Inuit perspective the same or different from a non-Inuit approach to sea ice? No more than one page, single-spaced, titled with your name and Assignment #3, emailed to instructors.

WEEK 3 – ARCTIC INDIGENOUS INTERNATIONALISM/OTTAWA PREPARATION

Tuesday, January 21st

Class Activity:

2:30-2:50 - Overview of table of contents with Editors; short description of chapters by students

2:50-3:10 - exercise in what is the difference between Inuit/non-Inuit concepts of sea ice (three key differences); how will you weave this into your chapter?

3:10-3:50 - “Arctic Internationalism: The Role of the Permanent Participants on the Arctic Council” with Ellen Ahlness, doctoral candidate, Political Science

3:50-4:20 - Michelle, sea ice

Readings:

Introduction to readings/assignment for Thursday, January 23rd

- watch [Nilliajut 2](#)
- [Nilliajut 2: Inuit Perspectives on the Northwest Passage, Shipping and Marine Issues](#), Inuit Tapiriit Kanatami, 2018 (84 pgs.)
- [National Inuit Climate Change Strategy](#), Inuit Tapiriit Kanatami, 2019 (48 pgs.)

Assignment #4: Inuit policy on ice - **DUE Thursday, January 23rd, 2 p.m. by email**

- Summarize each of the two policies above in a few sentences. From your reading, what did you learn/what is new to you about the Inuit perspective on these two issues? What will you incorporate into your chapter? No more than one page, single-spaced, titled with your name and Assignment #4, emailed to instructors.

Thursday, January 23rd

Class Activity:

- Discussion of two Inuit strategies from readings
- Finalize student hosts for Ottawa visits; airport logistics; emergency contacts
- Review the policy documents - how to write policy? the format for this policy paper

Readings:

- Policy writing workshop readings (will be given out in class)

Assignment:

- Policy writing assignment - complete and be ready for workshop on Sunday, January 26th

WEEK 4 – OTTAWA TRIP!

Find full schedule on “Ottawa Program” in [shared folder](#)

WEEK 5 – EXPANDED OUTLINE DUE

Tuesday, February 4th

- Share with Michelle how visit is being incorporated into chapters; Ottawa visit, value
- Discuss progress on expanded outline
- Attend seminar from 3:30-4:30 in OSB 425: Axel Schweiger (Applied Physical Laboratory) and Kevin Wood (Joint Institute for the Study of the Atmosphere and Oceans) on *Long term observed changes in Arctic Sea Ice*.

Thursday, February 6th - **DUE Expanded Outline of Chapter, 2 p.m., submit to [shared folder](#)**

- Bring a copy of your chapter draft to class; sharing with colleagues of chapter focus, outline, thinking to date

WEEK 6 – EXPERT EVALUATION/DRAFT #1 DUE

Tuesday, February 11th

Class Activity:

- Background on the expert evaluator
- Presentations on the meaning of ice
- Attend seminar from 3:30-4:30 in OSB 425: Twila Moon (National Snow and Ice Data Center, University of Colorado) on *Greenland Ice Sheet Melt*.

Thursday, February 13th - **DUE Draft #1, 2 p.m., submit to [shared folder](#)**

- From your expanded outline, what you learned in presenting your chapter to your colleagues, and feedback from colleagues, complete your first draft of your chapter; bring draft to class; students will workshop papers with partners followed by presenting findings to the class

Coordinators – check deadlines for submission of reports

WEEK 7 - DRAFT #2 DUE

Tuesday, February 18th

Class Activity:

- Instructors review necessary elements of policy; format of a policy report; review of models for policy recommendations
- Editors share their introductions, overall theme of the policy recommendation report, organization of chapters

Attend seminar from 3:30-4:30 in OSB 425: Joshua Griffin (School of Marine and Environmental Affairs)
Climate Justice and Arctic Change

Thursday, February 20th - DUE Draft #2, 2 p.m., submit to [shared folder](#)

- Bring draft to class; students will workshop papers with partners followed by presenting findings to the class

WEEK 8 – FINAL CHAPTER DUE!

Tuesday, February 25th

- Editing of chapters as team
- Coordinators note requirements in Handbook and set date to receive chapters in final form

Thursday, February 27th

Read through report together (up on screen), making final changes

WEEK 9 - PRACTICE POWERPOINT PRESENTATION FOR EXPERT EVALUATION

Tuesday, March 3rd

Class Activity:

- Tips on putting together a powerpoint presentation
- Tips on presenting
- Coordinators confirm they are ready for deadlines for this week (see TF Handbook)

Thursday, March 5th

Class Activity: students present their powerpoint slides for feedback

Full report is due to the Copy Center by noon on March 5; Coordinators must submit and order four hardcopies. By noon on March 6 Coordinators must email the final PDF version to group's evaluator and Lauren D. Then, deliver two hardcopies of the TF Report to Lauren D. in THOM 111 and deliver two hardcopies to your instructors.

WEEK 10 - DRY RUN PRESENTATIONS FOR EXPERT EVALUATION

Tuesday, March 10th

Class Activity: each student gives a dress rehearsal of his/her presentation with feedback from team mates

Thursday, March 12th

Class Activity: reception with Expert Evaluator and guests; slideshow of Ottawa trip

Friday, March 13th - EXPERT EVALUATION!

Grading

Assignment #1: (not graded)

Assignment #2: *Canada's Arctic and Northern Policy Framework* 5%

Assignment #3: Inuit Concept of Sea Ice 5%

Assignment #4: Inuit Policies on Sea Ice 10%

Class/Ottawa Participation 20%

Policy report chapter (10% for each of three drafts and final chapter) 40 %

Final oral presentation 20%

Disability Accommodations

It is crucial that all students in this class have access to the full range of learning experiences. At the University of Washington, it is the policy and practice to create inclusive and accessible learning environments consistent with federal and state law. Full participation in this course requires the ability to attend bi-weekly classes and collaborate to produce a written report with other students. The abroad experience in Ottawa requires physical condition to walk up to 2 miles in the city during winter; it is the responsibility of the student to obtain proper outerwear and footwear for the weather conditions. If you have, or think you have, a temporary or permanent disability that impacts your participation in any course, please discuss with instructors and also contact Disability Resources for Students (DRS) at: 206-543-8924 V / 206-543-8925 TDD / uwdrs@uw.edu e-mail / <http://www.uw.edu/students/drs>. Students should inform the instructor as soon as possible of any accommodation(s) you will or may potentially require. The instructor and TA will maintain strict confidentiality of any student's disability and accommodation(s) and will help all students meet the learning objectives of this course.

Academic Integrity and Plagiarism

It is the responsibility of all students to understand what constitutes plagiarism. Students will be held responsible for intentional and unintentional plagiarism. Common forms of plagiarism are:

- Using another person's words without quoting and citing.
- Paraphrasing another person's words without citing.
- Using another person's ideas without citing, including any ideas that are either written down or spoken.
- Reordering words in a sentence from a text without quoting or citing.
- Using all or parts of another person's written work.
- Buying a paper online.
- Having a friend write the paper.

It is also not uncommon for students to run out of time and plagiarize out of fear they will fail an assignment. It is far better to come to the instructor and explain the situation than to plagiarize.

It is also not uncommon for students to accidentally plagiarize because they either do not understand what plagiarism is or because their previous academic environment had different norms of citation. Students will be held responsible in all cases, even when the plagiarism is accidental. When in doubt,

either ask or review the rules. This guide can be helpful:
<http://writingcenter.unc.edu/handouts/plagiarism/>