

## SAK Sesam 03/15

Til: **Styret ved Senter for samiske studier**

Møtedato: Sirkulasjonssak

### Sak Sesam 03/15 - Godkjenning av emnebeskrivelser – GENI

Vedlegg: Emnebeskrivelse IND-3003: GENI – Internship (**Vedlegg I**)  
Emnebeskrivelse IND-3004: GENI – Methodology and Policy Planning (**Vedlegg II**)  
Emnebeskrivelse IND-3902: GENI – Project Thesis (**Vedlegg III**)  
Emnebeskrivelser fra University of Saskatchewan for emnene NORD 835.1: Academic and Professional Writing, NORD 838.2: Negotiations and Consultations, NORD 847.4: Northern Innovation & Entrepreneurship, NORD 837.4: Northern resource Economics and Policy (**Vedlegg IV**)

#### Innledning

I styresak Sesam 13/13 om oppretting av ny fellesgrad sluttet senterstyret seg til planene om etablering av en felles mastergrad med University of Saskatchewan i *Northern and Indigenous Governance and Innovation* (som senere skiftet tittel til *Governance and Entrepreneurship in Northern and Indigenous Areas GENI*), og anbefalte videre arbeid med studieprogram og administrative forhold.

I styresak 24/13 behandlet styret utkast til studieplan og konsortieavtale, der det ble grundig redegjort for innholdet i studietilbudet, planer for gjennomføring, rekruttering, sammensetting av forsknings- og fagmiljø. Studieplanen til GENI ble godkjent av fakultetsstyret ved HSL fakultetet i oktober 2013 i sak FS 43-/2013. I tillegg ble det avholdt flere faglige møter og seminarer som har bidratt til å styrke det faglige, fagstrategiske og studieadministrative samarbeidet mellom UiT og partnerne ved University of Saskatchewan. Universitetsstyret vedtok opprettelse av studieprogrammet som en 3-årig pilot i sitt møte i september 2014.

Arbeidet med finansiering av programmet har tatt tid. Takket være bevilgning fra universitetsstyret i september 2014, vil en pilot nå igangsettes høsten 2015. Det gjorde at styret ved Sesam i sak 24/14 godkjente betenkning for midlertidig stilling som koordinator for GENI-programmet.

## GENI-programmets kursportefølje

Strukturen i programmet framgår i følgende tabell:

Semester	Course	Course	Course	TOTAL CREDITS
I (September-December)	CI (2 CU) Owner: USask	NG (4 CU) – Students have their first field school in SK  Owner: UiT, ISS		6/15 ECTS
II (January-June-August)	RE (4 CU) Students have their second field school in Norway  Owner: USask	MP (4 CU)  Owner: UiT, CSS	Internship (4 cu), UiT, CSS & USask (start-up in September)	12/30 ECTS
III (September-December)	CI (4 CU)  Owner: USask	CII: (2 CU)  Owner: USask		6/15 ECTS
IV (January-June) Supports long-term exchanges	Group A Restricted Elective (4 CU)	Group B Restricted Elective (4 cu)		8/20 ECTS <i>Alternatively students can take the Group B restricted elective in Semester V</i>
V (September-December)	Group B Restricted Elective (4 CU)			4/10 ECTS
VI (January – June)	Project Thesis (12 CU) UiT, CSS			12/30 ECTS
				48/120 ECTS

Sesam er emneier av følgende kurs i programmet: *Internship, Methodology and Policy Planning* og *Project Thesis*.

*Internship* eller praksiskurset har oppstart av undervisning allerede høsten 2015 i forbindelse med den første feltskolen som skal foregå i Saskatchewan. Kurset består av tre moduler: en metodedel som forbereder både praksisgjennomføring og legger grunnlaget for arbeidet med project thesis. Den andre modulen er selve praksisgjennomføringen, den tredje er selve rapportutarbeidelsen. Emnet er på 10 studiepoeng og vi foreslår at emnet opprettes med koden IND-3003 (jfr sak om endringer i studieplanen og nye emnekoder for Master i urfolksstudier). Emnet er kun tilgjengelig for studenter som er tatt opp til GENI-programmet.

*Methodology and Policy Planning* vil i tillegg til et særlig fokus på metodologi og etikk, vektlegge policy-analyser ved å se på saker fra et lokalt ståsted. Slik vil dette kurset utfylle *Northern Governance, Northern Resource Economics and Policy* og *Northern Innovation & Entrepreneurship*. Emnet er på 10 studiepoeng og foreslås opprettet med koden IND-3004. I

tillegg til GENI-programstudenter, åpnes det for at studenter fra andre program og utvekslingsstudenter kan søke om å ta emnet.

Når det gjelder *Project Thesis* vil mye av grunnlaget for masteroppgaven legges gjennom Internship kurset og Methodology and Policy Planning. Det legges blant annet opp til at rapporten som skrives i Internship kan bygges på til å bli et kapittel i masteroppgaven dersom det er ønskelig. Emnet er formelt plassert i det siste semesteret av programmet, men i praksis starter arbeidet med å utvikle masterprosjektet allerede i andre semester og det er lagt inn arbeidskrav som skal sikre progresjonen for studentene. Emnet utgjør 30 studiepoeng og foreslås opprettet med kode IND-3902.

Til orientering vedlegges også de øvrige kursbeskrivelsene i programmet (*Northern Governance* som eies av ISS ved HSL fakultetet, *Academic and Professional Writing, Negotiations and Consultations*, *Northern Resource Economics and Policy*, og *Northern Innovation & Entrepreneurship* som alle eies av University of Saskatchewan).

Innstilling til vedtak:

1. Styret ved Senter for samiske studier godkjenner at det opprettes tre nye emner som inngår i fellesgraden master in Governance and Entrepreneurship in Northern and Indigenous Areas:
    - ✓ IND-3003: GENI - Internship (10 stp)
    - ✓ IND-3004: GENI - Methodology and Policy Planning (10 stp)
    - ✓ IND-3902: GENI - Project Thesis (30 stp)
- Styret godkjenner emnebeskrivelsene i hht vedleggene i saken.

Else Grete Broderstad

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# GENI – Internship

*This course is jointly administered and delivered by International Centre for Northern Governance and Development at University of Saskatchewan and the Faculty of Humanities, Social Sciences and Education, UiT The Arctic University of Norway. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** TBC

**Instructor Contact Information:**

**Course Timeline:** Autumn and spring semester (first and second semester)

**Course Language:** The teaching and examination language is English.

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in social sciences, law or education. The student must be enrolled in the GENI program at either University of Tromsø or University of Saskatchewan.

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## Course Description

The internship is required in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI). The aim of the internship is to prepare students for the thesis work, as well as to build capacity among students by providing experience working with industry, government, indigenous organizations and institutions, and other organizations and stakeholders; fostering professional networks; and serving the research needs of northern community organizations and other stakeholders.

## Thesis Credits

10 ECTS / 4 CU

## Course Content

The internship period constitutes the praxis period of the program in the second semester. As a basis for the choice of methods in the praxis period and for the research project, the course will first focus on practical aspects of multidisciplinary research with social sciences as the point of departure, and give an overview of basic methodological tools as a preparation for collecting data. The internship will be a venue for students to acquire relevant work experience during the study period and establish useful contacts for future job searches and/or joining professional networks. The duration of the internship is 180 hours, in addition to orientation classes and writing of the research paper.

The internship may take on three forms: (1) Knowledge synthesis, (2) Program, policy and management analyses, or (3) Assessment of needs and implementation gaps.

Knowledge synthesis: This type of internship will consist of an in-depth analysis of core issues on the topic. Depending on the research question, this may include a summary of major issues involved, best practices, or how the issue has been addressed in other jurisdictions or regions, and any pertinent data.

Program, policy and management analyses: Students assigned to this type of internship will be asked to analyze the effectiveness of a specific program, policies or management arrangements. This could take many forms, such as a process-evaluation, which examines the extent to which the program model or implementation is serving the target population or works as expected. The internship course is closely linked to the course on Methodology and Policy Planning.

Assessment of needs and implementation gaps: By definition, a needs assessment is a systematic process for determining and addressing needs, or gaps between current conditions and desired conditions. Students assigned this type of internship will be required to identify the problems and present possible solutions for their host organization. This also involves addressing problems of implementing rights and policies.

Students will be assigned the internship topic, which will impact the form of internship. The first week of training for the internship, students will be prepared for how to conduct the evaluation. This will cover questions to be included in an interview or survey. Independent of which form the individual internship takes, all students may be required to do a brief knowledge synthesis, identify and meet with stakeholders, implement the methodology, collect and analyze the data and write a written report, including recommendations.

## **Learning outcomes**

### Student acquired knowledge

By the end of the course, students will have acquired advanced knowledge around critical issues related to a practical and empirical field of Northern governance, innovation and Northern indigenous issues in general.

### Student acquired skills

By the end of the course, students will have skills in practical research as well as having gained and applied professional skills. They will be able to critically evaluate how some measures have been successful and some not. In addition, students will be able to use relevant methods for research to compile the data for a project, and design and deliver an academic poster at an organized event.

### Student acquired competence

By the end of the course students will be able to conduct independent applied research for, and with a northern organization, institution, industry or government. They will be able to

develop and maintain professional leadership networks to support northern communities with innovative and entrepreneurial approaches.

### **Delivery**

The internship is focused on service learning, where the student conducts research for a community partner on a question of practical relevance to the organization/institution/company. Students are guided by academic supervisors from the University of Tromsø and the University of Saskatchewan, as well as a responsible contact person within the host organization who will provide direction during the internship period. Students are assigned their research project – that is, they do not choose them freely.

### **Internship schedule**

	Course topics/modules
First module	Introductory seminars on methods, meeting on preparing internship period, orientations in class and academic supervision
Second module	Internship
Third module	Report writing

The timeline below is designed to guide students and supervisors, but should be tailored to schedules and research projects. After the final report has been submitted, students are asked to present Research Poster through video-conferences presenting their research findings.

<b>Milestone</b>
Introductory meetings (via video-conferencing)
Orientation and planning meeting in Tromsø and Saskatoon
Regular meetings and communication with academic supervisor
Mid-project progress update to academic supervisor, GENI-coordinator and internship host
Final report due, passed to Sesam or ICNGD
Research poster session through video-conferencing

### **Safety**

A contract will be signed with each internship partner. The partners are required to prepare the students for work in their organization and also provide them with necessary security training.

### **Quality assurance**

The course will follow the procedures for quality assurance and program evaluation at both Universities. At the University of Tromsø, the course follows the Quality Assurance System for the Educational Activities guidelines, as outlined in the GENI program description. Evaluation by partner communities and institutions will be of special relevance for this course. The course will be reviewed at least once during a program period (i.e. six semesters).

### **Assessment and grading**

A mid-project progress update must be passed to academic supervisor, GENI-coordinator and internship host by June 1<sup>st</sup>. The course is assessed through a written report of maximum 10 pages (4000 words) after the internship period. Final report due, has to be passed to Sesam or ICNGD by August 31<sup>st</sup>. The report may constitute a part of the Project thesis.

The report shall draw attention to aspects of one of the following research areas: Northern governance and communication, entrepreneurship and indigenous innovation, resource economics, resource management and environmental management, capacity building, social and health issues.

The report shall draw upon relevant literature from other courses in the GENI.

The applied grading of the report is passed or failed. The course is open for re-sit examination.

The report must be written in English.

A GENI Internship Handbook is developed including guidelines for the internship period, including proper work etiquette, conduct and expectations, ethics, funding, the role of supervisor, and timelines and deadlines.

### **Required Reading**

GENI Internship handbook.

The research paper shall draw upon relevant literature from other courses in the GENI.

### **Additional recommended reading**

## **GENI – Methodology and Policy Planning**

*This course is jointly administered and delivered by International Centre for Northern Governance and Development at University of Saskatchewan and the Faculty of Humanities, Social Sciences and Education, UiT The Arctic University of Norway. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** TBC

**Instructor Contact Information:**

**Course Timeline:** Second semester

**Course Language:** The teaching and examination language is English.

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in social sciences, law or education. Students not enrolled in the GENI program can request a special admittance to the course.

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### **Course Description**

Methodology and Policy Planning is required in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI). As the North becomes increasingly industrialized, the need for skills and knowledge on analysis of policies and government-industry practices will become more pressing. This course aims to give students the analytical and critical thinking skills to be able to make sense of, explain, and write sound policy analysis on salient issues relevant to Northern communities. This course gives students insight into the methodology for analysis of policy planning and the writing of policy documents. The case examples and focus will be the North and the Arctic.

### **Course Credits**

10 ECTS / 4 CU

### **Course Content**

The first objective is to provide students with an understanding of various conceptual, theoretical, methodological, ethical, and political issues of relevance for policy and program planning, analysis and evaluation in local communities of the Circumpolar North. The second objective is to provide students with an opportunity to produce documents that are used for policy and program planning, analysis and evaluation in the governmental and non-governmental sectors in Northern communities. The third objective is to give students the skills to critically analyze the intersections and contradictions in governmental, non-governmental, and indigenous interests in the North.



Conceptual, theoretical, methodological, ethical, and political concerns in policy planning and analyses will be discussed by looking into cases from a local perspective. The selected cases will be of relevance for discussions of Northern policies on indigenous communities; regional economic development in the Circumpolar North; land, land-use and environmental policies in the North.

Students will analyze and practice writing policies relevant to specific and real-life case studies.

### **Learning Outcomes**

#### Student acquired knowledge

By the end of this course, students will understand and be able to critically use various concepts for analyzing policies and program planning as they pertain to both rural and urban communities in the North. They will also have knowledge of research ethics, and the responsibility of the researcher.

#### Student acquired skills

By the end of the course, students will have acquired skills to analyze and deal critically with various sources of information on Northern governance issues, and analyze the intersection and contradictions in governmental, non-governmental, indigenous and non-indigenous, as well as business interests. Students will also have acquired skills on how to produce documents used for policy and program planning, analysis, and evaluation.

#### Student acquired competence

By the end of the course, students will have acquired the competencies to understand ethical and political issues of relevance for policy and program planning.

### **Course Delivery**

The teaching consists of a combination of lectures and seminars, given as interactive teaching, comprising a total of 20 hours. Video conferencing will be applied throughout the whole course. The students are expected to be prepared and participate actively during the seminars in discussing the issues at hand. Students are expected to study independently in periods of no seminars or lectures.

### **Quality Assurance**

The course will follow the procedures for quality assurance and program evaluation at both universities. At the University of Tromsø the course follows the Quality Assurance System for the Educational Activities guidelines, as outlined in the GENI program description. Evaluation by partner communities and institutions will be of

special relevance for this course. The course will be reviewed at least once during a program period (i.e. six semesters).

### **Assessment and Grading**

Students are required to give an oral presentation in class on selected readings (via video-conferencing).

The final exam is a proposal & outline for planning, analysis or evaluation paper (4000 words).

The grading scale of A to F is applied, where F constitutes fail. Students who fail their examination are entitled to re-sit the examination.

### **Required Readings**

Forthcoming.

# GENI – Project Thesis

*This course is jointly administered and delivered by International Centre for Northern Governance and Development at University of Saskatchewan and the Faculty of Humanities, Social Sciences and Education, UiT The Arctic University of Norway. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** TBC

**Instructor Contact Information:**

**Course Timeline:**

**Course Language:** The teaching and examination language is English.

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in social sciences, law or education. The student must be enrolled in the GENI program at either University of Tromsø or University of Saskatchewan.

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## Course Description

The Project Thesis is required in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI). The thesis will manifest the student's ability to reflect and write independently on Northern governance and indigenous related issues, drawing broadly on the internship, courses and seminars offered in the GENI-program.

## Thesis Credits

30 ECTS / 12 CU

## Course Content

Students are expected to work on the thesis during the fourth, fifth and sixth semesters, but the process will begin already in the second semester with the development of the project idea and the internship. The topic of the thesis is chosen on the basis of the interests of the student and the internship-placement.

The project thesis provides the students with experience of collecting and analyzing their own material and presenting it in a coherent written and oral form.

The collection of data is included in the internship period, but additional data collection can also be carried out through fieldwork in the fourth semester. Collection of archive materials, secondary data or literature studies can also be conducted.

A progress report on the project thesis (max. 5 pages, or maximum 2000 words) is a required coursework. This progress report is expected to give an outline of the discussion of the methodological challenges met, and indications of preliminary findings. The deadline for the report is September 1<sup>st</sup> in the fifth semester.

Depending on the character and topic of the thesis, the internship and data collection, specific concerns towards ethical issues may be necessary. This pertains particularly to

- protecting the confidentiality and safety of respondents
- subject consent
- political issues and positioning.

### **Learning outcomes**

#### Student acquired knowledge:

By the end of the course, students have acquired advanced knowledge around methodological challenges and multidisciplinary approaches on research of Northern governance and innovation.

Student acquired skills: By the end of the course, students are able to give literature review regarding the individual topics, finding representative data, presenting their own research in a coherent written and oral form, and assessing academic texts presented by others. Students will also be capable of presenting critical comments on fellow students' texts as well as receiving critical remarks by others on their own texts.

Student acquired competence: By the end of the course students are able to develop relevant and realistic general research questions on Northern governance, entrepreneurship, resource governance and indigenous topics in particular.

### **Delivery**

Seminars (through video conferencing) on the project thesis will be given including seminars where the students present their work. Individual supervision will be given online. Individual supervision is given in accordance with the contract signed between student and supervisor. The students are expected to be prepared and active during the seminars. Students are expected to study independently in periods of no seminars or lectures.

### **Quality assurance**

The course will follow the procedures for quality assurance and program evaluation at both Universities. At the University of Tromsø the course follows the Quality Assurance System for the Educational Activities guidelines, as outlined in the GENI program description. Evaluation by partner communities and institutions will be of special relevance for this course. The course will be reviewed at least once during a program period (i.e. six semesters).

### **Assessment and grading**

Thesis (35-40 pages, 10 – 12 000 words).

The learning outcomes can only be achieved through active student participation, and it is expected that the students are well prepared for each teaching unit and supervision session.

In the fourth semester, the student must deliver a work in progress report (max. 5 pages) on the project thesis. The internship and the progress reports must be orally presented in class/videoconferencing (may use student produced video clips from the internship). The deadline for submitting the work in progress report is September 1<sup>st</sup> in the fifth semester.

Before the end of the fourth semester, students are expected to present a chapter of their thesis in a thesis seminar via video conferencing. In the fifth semester, students are expected to present a written thesis chapter and are given the opportunity to practice how to respond and comment on an academic text presented by others.

The thesis manuscript may not deviate more than 10 % from the prescribed 35-40 pages.

The thesis must be submitted by May 15<sup>th</sup>

The grading scale of A to F is applied, where F constitutes fail.

The course is open for re-sit examination the following semester.

### **Required Reading**

Individual bibliography for the thesis.

# Course Outline

## Academic and Professional Writing

*This course is jointly administered and delivered by the International Centre for Northern Governance and Development and the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** Heather McWhinney

**Instructor Contact Information:** (306) 665-8033 / [heather.mcwhinney@sasktel.net](mailto:heather.mcwhinney@sasktel.net)

**Course Timeline:** Sept-Dec 2015

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in one of the field of study or specialization of the MNGD or GENI. The student should be enrolled in the MNGD or GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the MNGD or GENI program must request permission to take this course from the instructor and the Graduate Chair, MNGD & GENI.

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### Course Description

This course will introduce communications with a focus on professional communications and applied academic research relevant to the provincial North in Saskatchewan and Canada, in Northern Scandinavia and other regions of the Circumpolar North. Students will learn the form and function of key professional communication documents, such as the formal report, briefing note and the press release, as well as principles of oral communication in a professional environment. Through the experiences and perspectives of a variety of communication specialists from the North, you will also be exposed to communications in a northern Environment.

Students will learn to analyze various components of communication strategy, including purpose, audience and context. Ultimately, students will apply the communications concepts and skills to preparing professional communications for a northern audience.

### **Thesis Credits**

5 ECTS / 2 CU

## **Course Objectives**

By the end of this course, students should be able to:

- Understand how to conduct a review of available literature as the basis for a formal report.
- Understand the purpose and function of professional communications.
- Understand how to effectively communicate information within the political, social and cultural contexts in the North.
- Understand the foundations of communications strategy, including how to craft a press release for print and broadcast media.

## **Course Contents**

Students will learn to:

- Write a clear and concise professional report
- Write a clear and concise briefing note
- Write an effective press release
- Deliver an effective oral presentation

The course covers the essentials of clear communication, utilizing tools of professional communications, the written report, oral presentation, briefing note and press release. These essentials are then grounded in the political, social and cultural context of a Northern audience.

## **Course Delivery**

Instruction consists of a combination of interactive workshops and previously recorded videos, which you will be expected to view before class. Your active participation will be key to your

success in this course. To make the learning experience engaging and useful, you will write during class time and will share your writing with your classmates and the instructor. To this end, it is essential that you bring your laptop computer to every class.

You are expected to study independently during periods when there are no classes. Pre-recorded guest lectures will be viewed as per the instructor's direction. Please see the detailed course schedule for more information.

## **Attendance**

Due to the interactive nature of this course, attendance is absolutely crucial. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

## **Late Assignments**

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

## **Reconsideration of Assessments**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit [http://www.usask.ca/university\\_secretary/honesty/Student\\_Academic\\_Appeals.php](http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php).

## **Student Evaluation of Educational Quality (SEEQ)**

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision-making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

## **Course Schedule**

### **Northern Strategic Communications**

Class	General Topic	Pre-recorded Lecture	Student Activities
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One: Introduction to the course and to report writing	<ul style="list-style-type: none"> <li>- Introduce ourselves</li> <li>- Introduce principles of communication</li> <li>- Introduce communication in the North</li> <li>- Introduce report writing</li> <li>- Discuss kinds of reports and components of reports</li> <li>- Discuss the design of a report</li> <li>- Discuss the outline of a report</li> <li>- Determine your audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Before class, listen to a pre-recorded lecture: <b>1) Writing and Speaking for a Northern Audience Aboriginal/Indigenous and other Northerners</b></li> </ul>	<ul style="list-style-type: none"> <li>- Introduce yourselves to your classmates</li> <li>- Share your knowledge of writing and speaking</li> <li>- Share your knowledge of the audience for your report</li> <li>- Share your knowledge of the purpose of your report</li> </ul>
Two: Introduction to oral presentations	<ul style="list-style-type: none"> <li>- Discuss differences between oral and written reports</li> <li>- Look at kinds of oral presentations</li> <li>- Consider audience and purpose</li> <li>- Discuss giving a presentation in the North</li> <li>- Discuss outlining a presentation</li> <li>- Consider visuals</li> <li>- Discuss openings and closings</li> <li>- Discuss handling nerves</li> </ul>		<ul style="list-style-type: none"> <li>- Discuss last week's lecture on speaking for a northern Aboriginal/Indigenous audience</li> <li>- Share your experiences of speaking in front of small and large groups in the North or elsewhere</li> </ul>
Three: The executive summary and introductory sections of a report	<ul style="list-style-type: none"> <li>- Read examples of executive summaries and introductions of reports</li> <li>- Discuss the elements of an executive summary</li> <li>- Discuss general to specific pattern of introductory sections and look at examples</li> <li>- Discuss topic sentences and paragraph unity</li> <li>- Consider flow</li> </ul>		<ul style="list-style-type: none"> <li>- Write an executive summary</li> <li>- Share the summary with your classmates</li> </ul>
Four: The literature review	<ul style="list-style-type: none"> <li>- Discuss literature reviews and read examples</li> <li>- Discuss how to cite sources</li> </ul>		<ul style="list-style-type: none"> <li>- Do activities on reading and analyzing literature review sections</li> </ul>

			<ul style="list-style-type: none"> <li>- Practice incorporating sources from your writing</li> <li>- Three students will do a five-minute presentation on their report.</li> </ul>
Five: The body of a report	<ul style="list-style-type: none"> <li>- Read examples of bodies of reports</li> <li>- Discuss the organization of the body</li> <li>- Discuss the statement of issue/problem</li> <li>- Discuss the results or findings</li> <li>- Discuss writing about data and incorporating figures and tables</li> </ul>		<ul style="list-style-type: none"> <li>- Do activities that involve writing about data</li> <li>- Three students will do a five-minute presentation (each) of their report.</li> </ul>
Six: The discussion, recommendations and conclusion of a report	<ul style="list-style-type: none"> <li>- Consider ways of developing the discussion section</li> <li>- Discuss the recommendations section</li> <li>- Discuss the conclusions</li> </ul>		<ul style="list-style-type: none"> <li>- Do activities that involve reading and analyzing discussions, recommendations and conclusions sections of a report</li> <li>- Three students will do a five- minute presentation (each) of their report.</li> </ul>
Seven: The finishing touches of the report	<p>The finishing touches</p> <ul style="list-style-type: none"> <li>- Consider the title</li> <li>- Discuss the table of contents</li> <li>- Discuss the letter of transmittal</li> <li>- Discuss revising and editing</li> <li>- Think again about your audience and purpose</li> <li>- Discuss flow</li> <li>- Discuss consistency</li> <li>- Consider visual impact</li> </ul>		<ul style="list-style-type: none"> <li>- Write a letter of transmittal and share the letter with your classmates</li> <li>- Three students will do a five-minute presentation (each) of their report.</li> </ul>
Eight: Preparing the	Types of briefing notes - key		Prepare a briefing

Briefing Note	components, structure, writing and communication styles; focus on informational briefing note and how to communicate effectively in providing advice.		note
Nine: Media relations in the North: Part One	Media relations in the North: - Key issues- Understanding the print and broadcast context; communicating with a northern aboriginal audience		
Ten: Media relations in the North: Part Two	Discuss the Northern media - Consider the audience - Discuss plain language - Discuss correctness and professionalism	- Before class, listen to pre-recorded lecture 4) <b><i>Broadcast media in the North: how to get your 15-second soundbite aired by Abel Charles and Kelly Provost, broadcasters with MBC Radio</i></b>	- Write and edit a press release.

## Course Assessment

Class Participation	25%
Oral Presentations	15%
Literature Review	30%
Press Release	15%
Briefing Note	<u>15%</u>
	100%

**You will be expected to send your assignments to the instructor by email.**

## Grading Scheme

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

<b>90-100</b> <b>Exceptional</b>	<p>A superior performance with consistent strong evidence of</p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of the subject matter;</li> <li>• an ability to make insightful critical evaluation of the material given;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<b>80-90</b> <b>Excellent</b>	<p>An excellent performance with strong evidence of</p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of the subject matter;</li> <li>• an ability to make sound critical evaluation of the material given;</li> <li>• a very good capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<b>70-79</b> <b>Good</b>	<p>A good performance with evidence of</p> <ul style="list-style-type: none"> <li>• a substantial knowledge of the subject matter;</li> <li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• some capacity for original, creative and/or logical thinking;</li> <li>• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.</li> </ul>
<b>60-69</b> <b>Satisfactory</b>	<p>A generally satisfactory and intellectually adequate performance with evidence of</p> <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• a general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner.</li> </ul>
<b>50-59</b> <b>Minimal</b> <b>Pass</b>	<p>A barely acceptable performance with evidence of</p> <ul style="list-style-type: none"> <li>• a familiarity with the subject material;</li> <li>• some evidence that analytical skills have been developed;</li> <li>• some understanding of relevant issues;</li> <li>• some familiarity with the relevant literature and techniques;</li> <li>• attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.</li> </ul>

<p><b>&lt;50 Failure</b></p>	<p>An unacceptable performance</p> <ul style="list-style-type: none"> <li>In May 1996, separate literal descriptors were approved for courses in the College of Graduate Studies &amp; Research. See the College of Graduate Studies &amp; Research section of the <i>Calendar</i> for these descriptors.</li> </ul>
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## Academic Integrity

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[http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/) .

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[www.usask.ca/university\\_secretary/pdf/dishonesty\\_info\\_sheet.pdf](http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf)

## Plagiarism

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## Examples of Plagiarism

- 1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

## Disability Services for Students (DSS)

Disability Services for Students (DSS) assists students by offering programs and advocacy services – fostering an accessible and welcoming campus. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have

registered with the office. For more information, please visit  
<http://students.usask.ca/current/disability/registration.php> .

## **University Learning Centre**

The University Learning Centre offers students help in writing and learning strategies. Please visit  
<http://www.usask.ca/ulc/> for more information on the services provided.

## **Required Reading(s)**

*The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings.*

# Course Outline

## NORD 838.2: Negotiations and Consultations

*This course is jointly administered and delivered by the International Centre for Northern Governance and Development and the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** Dr. Greg Poelzer

**Instructor Contact Information:** [greg.poelzer@usask.ca](mailto:greg.poelzer@usask.ca) / Tel: (306) 966-1607

**Course Timeline:** Sept-Dec 2016

**Course Language:** English

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in one of the field of study or specialization of the MNGD or GENI. The student should be enrolled in the MNGD or GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the MNGD or GENI program must request permission to take this course from the instructor and the Graduate Chair, MNGD & GENI.

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### Course Description

Negotiations and consultations are central to managing relations among Aboriginal/Indigenous governments and organizations; municipal, provincial, and federal/central governments; and industry. This course has three objectives: 1) provide an overview of the state of legal and political environment on consultation, including legal benchmarks arising from court decisions on the duty to consult and accommodate; 2) examine seminal and current research on consultation and negotiations among Northern actors; and 3) provide applied learning experience through negotiation simulation exercises.

## **Thesis Credits**

5 ECTS / 2 CU

## **Course Objectives**

By the end of this course, students should be able to:

1. Outline the key features of the current consultation and negotiation environment as it relates to Northern and Aboriginal/Indigenous communities and actors.
2. Identify and explain the current trends in negotiated agreements among Aboriginal/Indigenous communities, government, and industry.
3. Evaluate and apply appropriate consultation strategies.
4. Prepare for and undertake negotiations in Northern contexts.

## **Course Delivery**

The teaching consists of a combination of lectures and seminars, including interactive teaching. Video conferencing will be utilized during this course. The students are expected to be prepared and active during the seminars in discussing approaches to the issues at hand. Students are expected to study independently during periods when seminars and lectures are not being delivered.

## **Course Schedule**

<b>Week</b>	<b>Module Topic</b>
Week 1	Introduction: Consultation and Negotiation Environment: Who Are the Actors? What Are the Issues? What is the Legal and Political Framework
Week 2	Modern Treaties and Treaty Land Entitlement
Week 3	Environmental Assessments and Consultations – different experiences
Week 4	Impact Benefit Agreements
Week 5	Mid-Term Exam
Weeks 6 - 9	Negotiation Simulation

## **Course Assessment and Examinations**

### **I. Participation**



The students will be required to participate actively in the seminar portion of the course.

## II. Mid-Term Exam

The students will be required to write a mid-term exam to evaluate their knowledge of the course lectures, materials and readings.

## III. Major Assignment: Simulation Exercise

The students will complete one major assignment, which is a negotiation simulation exercise. Students negotiate an impact benefit agreement using “A Tool Kit for Northern Negotiations and Consultations,” among other resources.

Students will be evaluated according to their student participation, major assignment and the final exam. The final grade is divided between the student activities as follows:

Seminar Participation	20 %
Mid-Term Exam	30 %
Major Assignment	50 %

Details on the University of Saskatchewan grading scheme can be found here:

<http://students.usask.ca/current/academics/grades/grading-system.php>

## Grading Scheme

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<b>90-100 Exceptional</b>	<p>A superior performance with consistent strong evidence of</p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of the subject matter;</li> <li>• an ability to make insightful critical evaluation of the material given;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<b>80-90 Excellent</b>	<p>An excellent performance with strong evidence of</p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of the subject matter;</li> <li>• an ability to make sound critical evaluation of the material given;</li> <li>• a very good capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to</li> </ul>

	express thoughts fluently.
<b>70-79 Good</b>	<p>A good performance with evidence of</p> <ul style="list-style-type: none"> <li>• a substantial knowledge of the subject matter;</li> <li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• some capacity for original, creative and/or logical thinking;</li> <li>• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.</li> </ul>
<b>60-69 Satisfactory</b>	<p>A generally satisfactory and intellectually adequate performance with evidence of</p> <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• a general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner.</li> </ul>
<b>50-59 Minimal Pass</b>	<p>A barely acceptable performance with evidence of</p> <ul style="list-style-type: none"> <li>• a familiarity with the subject material;</li> <li>• some evidence that analytical skills have been developed;</li> <li>• some understanding of relevant issues;</li> <li>• some familiarity with the relevant literature and techniques;</li> <li>• attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.</li> </ul>
<b>&lt;50 Failure</b>	<p>An unacceptable performance</p> <ul style="list-style-type: none"> <li>• In May 1996, separate literal descriptors were approved for courses in the College of Graduate Studies &amp; Research. See the College of Graduate Studies &amp; Research section of the <i>Calendar</i> for these descriptors.</li> </ul>

## Required Reading(s)

*The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings.*

- *Aboriginal Mining Guide: How to negotiate lasting benefits for your community*. Published by the Canadian Centre for Community Renewal (2009). Available online at: [http://www.miningguide.ca/sites/all/files/AboriginalMiningGuide\\_online\\_complete\\_0.pdf](http://www.miningguide.ca/sites/all/files/AboriginalMiningGuide_online_complete_0.pdf)
- [Broderstad, Else Grete and Hernes, Hans-Kristian: The Promises of Consultations? \*The Arctic Contested\*. Battarbee & Fossum \(eds.\) P.I.E. Peter Lang. 191-217. 2014](#)
- Gibson, Ginger and Ciaran O’Faircheallaigh. *IBA Community Toolkit: Negotiation and Implementation of Impact and Benefit Agreements* (March 2010). Available online at: [http://www.ibacommunitytoolkit.ca/pdf/IBA\\_toolkit\\_March\\_2010\\_low\\_resolution.pdf](http://www.ibacommunitytoolkit.ca/pdf/IBA_toolkit_March_2010_low_resolution.pdf)
- Fidler, C. and M. Hitch. Impact and Benefit Agreements: A contentious issue for environmental and Aboriginal justice. *Environments Journal* 35(2): 50-69. 2007
- Newman, Dwight. *The Duty to Consult: New Relationship with Aboriginal Peoples*. Purich Publishing Ltd. 2009.
- O’Faircheallaigh, Ciaran. *Community development agreements in the mining industry: an emerging global phenomenon*. *Community Development*: Vol. 44, No. 2, 222–238 (2013).
- O’Faircheallaigh, Ciaran. 2006b. Environmental Agreements in Canada: Aboriginal participation, EIA Follow-Up and environmental management of major projects. Calgary: Canadian Institute of Resources Law (2006).

## Additional Readings and Resources

*These additional recommended readings are for in-depth understanding of the topics at hand in the course, but the student will not be assessed for the additional resources.*

- The BC Treaty Commission has developed number of videos on informing about treaties and their significance. These can be accessed online at: <http://www.bctreaty.net/files/videos.php>
- Extractive industries and indigenous peoples. Report on the seminar arranged by the Ministry of Foreign Affairs, Norway and the Working group on Indigenous Peoples in the Barents Euro-Arctic Council in cooperation with the Centre for Sami Studies, University of Tromsø, September 2012  
<http://uit.no/Content/327123/Extractive%20industries%20and%20indigenous%20peoples%20-%20Sep%2010%202012%20-%20Report.pdf>

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## **Examples of Plagiarism**

- 1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

## **Attendance**

Due to the hands-on and practical nature of this course, attendance is essential. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

## **Late Assignments**

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

## **Reconsideration of Assessments**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit [http://www.usask.ca/university\\_secretary/honesty/Student\\_Academic\\_Appeals.php](http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php).

### **Disability Services for Students (DSS)**

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### **University Learning Centre**

The University Learning Centre offers students help in writing and learning strategies. Please visit <http://www.usask.ca/ulc/> for more information on the services provided.

### **Student Evaluation of Educational Quality (SEEQ)**

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision-making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

## Course Outline

# Northern Innovation & Entrepreneurship

*This course is jointly administered and delivered by the International Centre for Northern Governance and Development and the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** Dr. Ken Coates

**Instructor Contact Information:** [ken.coates@usask.ca](mailto:ken.coates@usask.ca) / Tel: (306) 966-5136

**Course Timeline:** Sept-Dec 2016

**Course Language:** English

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in one of the field of study or specialization of the MNGD or GENI. The student should be enrolled in the MNGD or GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the MNGD or GENI program must request permission to take this course from the instructor and the Graduate Chair, MNGD & GENI.

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### Course Description:

This course examines the manner in which scientific and technological innovation, or the commercialization of technology-based products and services, is shaping the Circumpolar world. Nations around the world have identified innovation as being the cornerstone of economic competitiveness and critical to everything from job creation to environmental sustainability. Comparatively little effort, however, has been made to develop the research capabilities, highly qualified personnel and commercial environments necessary to promote northern economic and social development. This course looks at the global role of scientific and technological innovation and examines ways in which new technologies and new commercial processes can have a beneficial impact on the North.

## **Course Objectives:**

By the end of this course, students should:

1. Have a detailed understanding of the nature of 21st century scientific and technological innovation and the potential of such developments for northern and remote regions;
2. Appreciate the structure and nature of national innovation strategies, with an awareness of the place of northern and remote regions inside these strategies;
3. Understand the commercial and policy frameworks that are in place to promote northern innovation and that are attempting to ensure that Circumpolar regions benefit from the emergence of new products, services and technologies;
4. Comprehend the barriers (such as distance, small population, absence of needed infrastructure, etc) to the development of innovation-based economies and societies in the North;
5. Have a preliminary understanding of successful innovation initiatives (companies, policies, research programs, service implementations) in the circumpolar world.

## **Course Content**

This course is designed to help students place the contemporary state of science and technology in the Circumpolar world in a global context. It covers the general questions about the best policies and strategies for promoting innovation and examines specific northern case studies that look at the practical challenges, successes and challenges associated with developing scientifically and technologically based societies and economies in the North. There will, be as well, considerable comparative study, both between northern regions and with other remote regions (ie. Australia), to identify best practices and common challenges associated with developing new economies in northern regions. In their course work, students will describe and share aspects of regional innovation efforts in their country/sub-national area so that the class gains a more detailed understanding of the challenges and achievements in northern innovation. Ultimately, the course seeks to provide students with the ability to understand Circumpolar conditions in the context of the most rapid scientific and technological transformation in world history. Furthermore, by examining developments in an evolutionary context, students will gain an appreciation for the history of technological change in the North, thus developing the skills to appreciate ongoing and often accelerated transitions in the future.

More specifically, students in this course will, by doing research on their home community/region, work together to build a profile of the state of scientific and technological innovation – including changes in education, health, economic development and governance – in the North. By collecting and sharing this data, students will be preparing a comprehensive assessment of the achievements and barriers relating to innovation in northern regions. Collectively, we will be developing a profile of what needs to be done to ensure that the

substantial benefits of the scientific and technological revolution reach the North in positive and constructive ways.

## Course Structure

This course will consist of a combination of project work and the sharing of research and analysis. Most of the assignments (details below) are to be circulated to the entire class. For each week/module, students will complete the assignment by Wednesday. They will then submit, by Friday, a very brief commentary on what they have learned from their work and from their reading of the other student submissions. For each week, then, students will research the topic at hand, prepare a brief overview, submit their paper, read the other student submissions and prepare a short commentary on the subject. I have budgeted about 6 -9 hours per week for these assignments. Please monitor your time and let me know if the work is taking you longer than this allocation.

## NORD 898: Course Schedule

Module	Module Topic	Weekly Assignment
Module 1: Week of September 15th	Scientific and Technological Innovation	Prepare a brief statement (one page) on what scientific and technological innovation means to you. Review the material on the OECD website in the preparation of this statement. ( <a href="http://www.oecd.org/site/innovationstrategy/theoecdinnovationstrategy.htm">http://www.oecd.org/site/innovationstrategy/theoecdinnovationstrategy.htm</a> ) Also look at the Conference Board of Canada's work on innovation in Canada ( <a href="http://www.conferenceboard.ca/hcp/details/innovation.aspx">http://www.conferenceboard.ca/hcp/details/innovation.aspx</a> )
Module 2: Week of September 22nd	The Scientific and Technological Revolution in the North (for circulation to all class members)	Prepare a brief (two page) overview of the following: "In your community/region, what significant scientific and technological innovations have been implemented in the past 20 years?" Base this paper on your personal observations/experiences and comments of others in your community.
Module 3: Week of September 29th	National Innovation Policies (for circulation)	Read the following national innovation strategy policy reviews. 1. <a href="http://www.issp.uottawa.ca/eng/pdf/HawkinsPaper.pdf">www.issp.uottawa.ca/eng/pdf/HawkinsPaper.pdf</a> 2. <a href="http://www.oecd.org/canada/sti-outlook-2012-canada.pdf">www.oecd.org/canada/sti-outlook-2012-canada.pdf</a> 3. <a href="http://www.tem.fi/en/innovations/innovation_policy">http://www.tem.fi/en/innovations/innovation_policy</a> (Click on the pdf at the bottom of the first page)  Reflect on how these policy reviews relate to your community/region. Is the North highlighted in these national policy statements? What are the innovation strategies at the regional level in Northern Norway, or other regions of the Circumpolar North? Prepare a brief (two page) commentary.



Module 4: Week of October 6th	The North and the Innovation Building Blocks (for circulation)	Prepare a brief (two pages) statement on the following: “Education and training is deemed to be essential for an innovation economy. Evaluate the post-secondary educational and training opportunities available within commuting distance (2 hours) of your home community. What specific technological, scientific and professional programs are available for local residents?” Make sure you consider online learning opportunities including the Massive Open Online Courses (MOOCs). (See <a href="http://www.moocs.co/">http://www.moocs.co/</a> )
Module 5: Week of October 13th	Commercialization of S&T in the North (for circulation)	Based on your own experience and your lifestyle, identify at least five (5) significant scientific and technological innovations that you use on a regular basis. A good example (not to be counted as one of your five) would be the availability of cell phones and mobile Internet. Prepare a brief (two pages) summary of the impact and value of these innovations. Secondly, describe the cost and speed of Internet service in your community (both home-based and mobile) phone. Contrast this cost and speed with that available in the nearest metropolitan area (over 200,000 people). Submit this data with your other summary.
Module 6: Week of October 20th	The Resource Sector and Northern Innovation (for circulation)	There is a tendency to see the resource sector – the key to northern economic development – as being “old economy” and scientific and technological innovation as being crucial to the “new economy.” This perspective seriously underestimates the impact of innovation within the resource sector. Prepare a brief (two page summary) of the nature, extent and impact of S&T-based innovation in one of the following areas: fracking, oil sands recovery, uranium mining safety, Arctic oil exploration and development, environmental monitoring, mine safety, aerial mineral exploration, cold weather operation of machinery, or some other resource-based area).
Module 7: Week of October 27th	The Current State of Northern Innovation	No assignment this week. Please devote this time to the preparation of your report. See the details below.
Module 8: Week of November 3rd	The Current State of Northern Innovation (for circulation)	Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world (the regions include Greenland, Iceland, the Yukon, Northwest Territories, Nunavut, northern Saskatchewan, northern Quebec, northern British Columbia, Alaska or a sub-national northern region in Norway, Sweden, Finland or Russia). The report should focus on one of the following areas. No more than two people per topic and region, so contact me right away to reserve a spot! <ul style="list-style-type: none"> <li>o Post-secondary education and advanced training;</li> <li>o Northern research capabilities</li> <li>o Corporate investment in northern research and development</li> <li>o Urban or regional business incubators and entrepreneurship development</li> <li>o Innovation in northern health care and medicine</li> <li>o Innovation in culture and tourism industry</li> </ul>

		<ul style="list-style-type: none"> <li>o Telecommunication infrastructure</li> <li>o Government programs for northern business innovation and entrepreneurship</li> </ul> <p><b>For the purposes of this project, select a region other than your own.</b></p>
Module 9: Week of November 10th	Social and Cultural Aspects of Innovation (for circulation)	There is a strong bias in the innovation economy for people with advanced education and training. This raises questions about the degree to which all people are prepared for full participation in a science and technology-based economic and society. Based on data available to you about your region (ie. Statistics Canada information, Aboriginal and Northern Affairs data, Statistics Norway, Innovation Norway) and your personal experience, address the following question: “Are Aboriginal and northern Canadians generally prepared for full engagement with the economic and social opportunities of an innovation economy? If not, what specific things do you feel need to be done to improve the chances for greater Aboriginal and northern participation in an innovation-centred society? How are Northern and Sami communities involved in innovation opportunities?
Module 10: Week of November 17 <sup>th</sup>	Building Northern Innovation Capacity (for circulation)	<p>National governments bear the primary responsibility for building northern innovation capacity. Review the following websites:</p> <ol style="list-style-type: none"> <li>1. Canadian Northern Economic Development Agency <a href="http://north.gc.ca/">http://north.gc.ca/</a></li> <li>2. Strategic Investments in Northern Economic Development (SINED) <a href="http://actionplan.gc.ca/en/initiative/strategic-investments-northern-economic">http://actionplan.gc.ca/en/initiative/strategic-investments-northern-economic</a></li> <li>3. Aboriginal Affairs and Northern Development (<a href="http://www.aadnc-aandc.gc.ca/eng/1100100032790/1100100032794">http://www.aadnc-aandc.gc.ca/eng/1100100032790/1100100032794</a>)</li> <li>4. Innovation Norway (<a href="http://www.innovasjon Norge.no/">http://www.innovasjon Norge.no/</a>)</li> </ol> <p>On the basis of this review, prepare a brief (two page) commentary on the following question: “How effective do you feel Governments of Canada or Norway programs are in promoting a northern innovation economy?” Address this question both at a general level (ie. for all the North in Canada) and with specific reference to your region. If you know of provincial, territorial or municipal contributions to the development of innovation capacity, please include them in your report.</p>
Module 11: Week of November 24th	<i>Abundance</i> and the Future of Innovation	<b>Book Review</b> (circulate to the instructor only). In this review, address the following: “The authors of <i>Abundance</i> outline a world in which new technologies profoundly and constructively alter our world. Is their vision compatible with the realities of the North? In what ways, based on this book, do you see the North being transformed by scientific and technological innovation?
Module 12: Week	Public Attitudes toward Scientific	For this week, speak to at least five members of your community (friends, co-workers, community leaders, etc) about the following topic: “Do you think that

of December 1st	and Technological Innovation (for circulation)	scientific and technological innovation will continue to bring about major improvements in the quality of life in the North?" Look for patterns and trends in their answers. Prepare a two page summary of their observations and your analysis.
Module 13: Week of December 15th	Course Review and Preparation of the Final Examination (Note that you have been given two weeks to complete this assignment.) Send only to the instructor.	Submit an 8 to 10 page final examination essay on the following topic: "Northern regions require scientific and technological innovation in order to remain competitive and to improve the quality of life for the people. However, there are a significant number of barriers that must be overcome before a proper and sustainable innovative society can be established in the North."

## Course Assessment and Examinations

All students are required to complete the following assignments and final examination. The exam must be written in English.

- **Weekly Assignments:** Students are required to prepare, in a timely and professional manner, weekly reports, as outlined above. It is vital for the course that these be completed and submitted on time, and no later than Wednesday of the identified week.
- **The State of Circumpolar Innovation:** Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world. See the details above.
- **Book Review:** Each student will complete a review of Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think* for the Circumpolar World?
- **Final Examination:** All students will write a take-home examination that will cover all of the material in the course. The question is provided above.

Students will be evaluated on their weekly submissions, two written assignments and one final written exam. The final grade is divided between the student activities as follows

Weekly Assignments (circulated)	40%
The State of Northern Innovation Report (circulated)	20 %
Book Review (not circulated)	20 %
Final Examination (not circulated)	20 %

Note that re-writing is a vital part of the professional writing process. Students will be permitted to resubmit their book review and/or final examination after it is graded. You will have one week to revise and resubmit your work for re-marking.

## Grading Scheme

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

<b>90-100 Exceptional</b>	<p>A superior performance with consistent strong evidence of</p> <ul style="list-style-type: none"><li>• a comprehensive, incisive grasp of the subject matter;</li><li>• an ability to make insightful critical evaluation of the material given;</li><li>• an exceptional capacity for original, creative and/or logical thinking;</li><li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li></ul>
<b>80-90 Excellent</b>	<p>An excellent performance with strong evidence of</p> <ul style="list-style-type: none"><li>• a comprehensive grasp of the subject matter;</li><li>• an ability to make sound critical evaluation of the material given;</li><li>• a very good capacity for original, creative and/or logical thinking;</li><li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li></ul>
<b>70-79 Good</b>	<p>A good performance with evidence of</p> <ul style="list-style-type: none"><li>• a substantial knowledge of the subject matter;</li><li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li><li>• some capacity for original, creative and/or logical thinking;</li><li>• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.</li></ul>
<b>60-69 Satisfactory</b>	<p>A generally satisfactory and intellectually adequate performance with evidence of</p> <ul style="list-style-type: none"><li>• an acceptable basic grasp of the subject material;</li><li>• a fair understanding of the relevant issues;</li><li>• a general familiarity with the relevant literature and techniques;</li><li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li></ul>

	<ul style="list-style-type: none"> <li>a moderate ability to examine the material in a critical and analytical manner.</li> </ul>
<b>50-59</b> <b>Minimal</b> <b>Pass</b>	<p>A barely acceptable performance with evidence of</p> <ul style="list-style-type: none"> <li>a familiarity with the subject material;</li> <li>some evidence that analytical skills have been developed;</li> <li>some understanding of relevant issues;</li> <li>some familiarity with the relevant literature and techniques;</li> <li>attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.</li> </ul>
<b>&lt;50</b> <b>Failure</b>	<p>An unacceptable performance</p> <ul style="list-style-type: none"> <li>In May 1996, separate literal descriptors were approved for courses in the College of Graduate Studies &amp; Research. See the College of Graduate Studies &amp; Research section of the <i>Calendar</i> for these descriptors.</li> </ul>

Details on the University of Saskatchewan grading scheme can be found here:

<http://students.usask.ca/current/academics/grades/grading-system.php>

## Required Reading(s)

The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings. The core required reading for this class is Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think*.

## Academic Integrity

All students should familiarize themselves with University Council policies and guidelines concerning academic integrity. For further information please consult:

[http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/) .

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct*. More information is available at

[www.usask.ca/university\\_secretary/pdf/dishonesty\\_info\\_sheet.pdf](http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf)

## Plagiarism

At the University of Saskatchewan, plagiarism is understood as the presentation of the work or idea of another person in such a way as to give others the impression that it is the work or idea

of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse.

### **Examples of Plagiarism**

- 1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

### **Attendance**

Due to the hands-on and practical nature of this course, attendance is essential. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

### **Late Assignments**

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

### **Reconsideration of Assessments**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit [http://www.usask.ca/university\\_secretary/honesty/Student\\_Academic\\_Appeals.php](http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php).

### **Disability Services for Students (DSS)**

Disability Services for Students (DSS) assists students by offering programs and advocacy services – fostering an accessible and welcoming campus. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have registered with the office. For more information, please visit

<http://students.usask.ca/current/disability/registration.php> .

## **University Learning Centre**

The University Learning Centre offers students help in writing and learning strategies. Please visit <http://www.usask.ca/ulc/> for more information on the services provided.

## **Student Evaluation of Educational Quality (SEEQ)**

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision-making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

## Course Outline:

### **NORD837.4: *Northern Resource Economics and Policy***

*This course is jointly administered and delivered by International Centre for Northern Governance and Development at University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** Hayley Hessel

**Course Timeline:** Spring 2016

**Course Language:** English

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in one of the field of study or specialization of the MNGD or GENI. The student should be enrolled in the MNGD or GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the MNGD or GENI program must request permission to take this course from the instructor and the Graduate Chair, MNGD & GENI.

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### **Course Description**

We will explore the economic concepts related to the management of renewable and non-renewable resources in the northern world. Students will examine competing theories in resource and environmental economics and learn to apply analytic models to resource problems. Students will also compare and contrast international resource policies that enhance their understanding of how resources are distributed and managed, and how different economic and policy regimes contribute to sustainability. This course will have a field school component that will involve international travel to Northern Norway.



## Course Contents

1. **Valuing the Environment:** How do economists identify and use value of environmental amenities.
2. **Externalities:** What are externalities, what are the issues with externalities, and how do we deal with them.
3. **Public Goods:** What are Public Goods, what are the issues with them and how do we deal with them.
4. **Property Rights:** Why are property rights important to resource conservation and development.
5. **Non-renewable resources:** How do firms utilize non-renewable resources, how do property rights help conservation.
6. **Forests:** How do firms utilize renewable resources like a forest, how can we incorporate non-economic amenities into forest management
7. **Fisheries:** How do firms utilize renewable resources like a fishery, how might we manage an open access resource.
8. **Sustainability:** What is sustainability and how might management of natural resources help.

## Course Objectives

The aim of this course is to introduce students to how economics can help us think about resource management.

*Knowledge and skills:*

The student shall:

- o Understand how to identify economic and non-economic values.
- o Understand the differences between non-renewable and renewable resources and issues surrounding their management.
- o Understand why private markets may fail to adequately address non-market values.

## Course Delivery

The teaching consists of a combination of lectures and seminars, a field school to Norway, The students are expected to be prepared and active during the seminars in discussing approaches to the issues at hand. Students are expected to study independently in periods of no seminars or lectures.

## Course Assessment and Grading

GRADING	weight	Dates:
Assignments ( 6)	20 %	various
Field School Log	20%	End of field camp
Term Project	60 %	End of term

**ASSIGNMENTS:** We will have 6 assignments of which only the top 5 grades will count. These will be analytical questions with some requiring knowledge of spreadsheets. Students are encouraged to work together though each must hand in separate assignments.

**FIELD SCHOOL LOG:** All students attending the field school will be required to keep a camp log/diary. The idea of a log or diary is to record what you did, who you spoke to, what was learned, and what your reactions to them were. It will help you plan what you need to do as well. The intent is to ensure that you keep track of your activities and have a record that can be reviewed when you work on your project.

**TERM PROJECT:** The term project will consist of 4 components and is worth 60%.

### **Proposal (worth 0%): Due TBA (one week prior to the Field School)**

Students will be divided into teams during the first week of courses. The proposal for each team is a plan of action for the field school, and how you plan to collect your research and information. It identifies a specific focus of resource management such as; what the team will focus on; what they need to learn; and what they hope to find/accomplish. It allows me to comment and help focus the questions into something manageable.

### **First Draft (worth 30%): Due TBA**

The draft is a completed research project on a resource management issue. I am looking for a report identifying a specific resource management issue with a complete description of the resource, the management challenges; a description of possible management strategies complete with justification and challenges; and a summary.

The idea of a draft is that it is complete but that you need fresh eyes to look at it. You will be assessed on thoroughness, clarity, and exposition.

### **Presentation (worth 15 %): TBA**

We will find a date in April for each of the teams to present their project. I am thinking 60 minutes max for presentation and discussion/questions.

You will be assessed on the quality of your presentation, how you answered questions, and also how you help other teams improve their project.

### **Final Draft (worth 15%): Due TBA**

Based on feedback from me and from the presentation, team members will redraft the paper addressing issues that have arisen.

You will be assessed on how you have integrated proposed changes.

## **Course Schedule**

<b>DATES</b>	<b>Course Topics/Modules</b>
February-March	Course Lectures
10 days in March	Field School
April	Course Wrap up and Presentation

## Required Reading(s)

*The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings.*

- Keith Brownsey. *Canada's Resource Economy in Transition: the Past, Present and Future of Canadian Staples Industries*. Emond Montgomery Publications. 2008

## Additional Recommended Readings

*The additional recommended readings are for in depth understanding of the topics at hand in the course, but the student will not be assessed for the additional readings.*

**ACADEMIC DISHONESTY:** Academic dishonesty is subject to severe penalty at the University of Saskatchewan. Please refer to p. 31 of the 2002-2003 Calendar, Student Rights, Discipline and Appeals. The "Student Academic Dishonesty Rules of the University of Saskatchewan Council (September 2000)" report can also be found on the U of S website at [http://www.usask.ca/university\\_council/reports/09-27-99.shtml](http://www.usask.ca/university_council/reports/09-27-99.shtml).

SVF-XXXX: Northern Governance

Masters in Governance and Entrepreneurship in Northern and Indigenous areas.

# GENI – Northern Governance

*This course is jointly administered and delivered by International Centre for Northern Governance and Development at University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Governance and Entrepreneurship in Northern and Indigenous Areas.*

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**Course Instructor:** TBC

**Instructor Contact Information:**

**Course Timeline:**

**Course Language:** The teaching and examination language is English.

**Course Admission Requirements/Prerequisites:** A completed Bachelor's degree in social sciences, law or education.

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## Course Description

Northern Governance is required in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI). This course will introduce students to theories of governance so they can apply them in the northern context, as well as give them knowledge about different historical experiences of colonization and state integration, and contemporary policies and management of selected circumpolar countries. It is a venue for students interested in comparing governance challenges in a circumpolar North context.

## Thesis Credits

10 ECTS / 4 CU

## Course Content

The course consist of two main parts. The aim of the first, the theoretical and conceptual framework, is to give students necessary tools to analyze different aspects of governance in northern areas. In the second part, the goal is to introduce students to different cases of governance, both to illustrate different aspects of governance and to understand the variety of challenges in Northern areas.

Theoretical and conceptual framework

- a) Governing the Arctic

The development in the North, and not least the possibilities for a rapid and radical new development resulting from climate change, has renewed and reframed the interest for the Arctic. As part of the change, Arctic states are developing new policies and their cooperation, and actors outside the region want to be involved in decision-making processes. The aim of this part is to present the architecture of politics and government in the Arctic; the main characteristics, how it has developed, and how it possibly might affect the development in the region. The presentation will have a focus on the Arctic in general, but with a particular emphasis on Canada and Norway.

b) An age of governance?

The 'governance turn' originates from an observation that hierarchies, with states at the top as dominant actor, is not a sufficient description of current decision-making. Borders are much more porous, whether it between actors in government, market or civil society, or between different levels of government. Governance structures is not least important when new structures and processes develops. Multi-level governance has gained momentum from EU-studies, and studies of Arctic development has stimulated debates over regime theory and transnational governance. In this part, analytical dimensions of governance theories is critically discussed related to issues like resource management, regimes, and multi-level challenges.

c) Methodological challenges

Students of northern governance should be able to collect material according to scientific standards, and develop their abilities to evaluate research processes and collected material. In the course, two methodological approaches are of particular relevance. First, students should develop their ability to use comparative method, as examples will be taken from different environments and students should be trained in making comparison. Second, student should also train their ability to carry out critical evaluation of material from different types of cases.

## Cases

Large variation and uneven processes characterize arctic development. The governmental framework is quite different from state to state, and prospects and resources vary among local communities and regions. In the course, students will get an introduction to Arctic governance by a limited number of cases. By using cases and not an approach aiming for a comprehensive picture, the goal is to learn from details and specific challenges of governance and next to discuss how to use the experience in new settings. There will a selection of cases by the teachers from main themes like:

- Management of renewable resources
- The challenges of extractive industries
- Arenas and institutions for Arctic governance at national and international level
- Processes for local development and innovation

- Indigenous peoples, rights and culture

## **Learning outcomes**

### Student acquired knowledge

By the end of the course, students will have acquired advanced knowledge within the fields of different approaches to governance as well as knowledge of the theories of governance and the fundamental operating principles of governance in northern areas.

### Student acquired skills

By the end of the course, students have acquired skills making them able to

- o Define the fundamental principles of governance in Northern areas at different levels of government
- o Conduct comparative analysis of Northern governance systems and how different institutional arrangements enable and constrain local and regional options for innovation, economic, and social development
- o Analyse and comment on policy documents of importance for different actors in Northern areas

### Student acquired competence

By the end of the course, students will have acquired the competencies making them competent to

- o Understand local and regional level drivers shaping emerging governance structures in the North— e.g. evolving indigenous rights, local civil society, economic and demographic changes
- o Explain implications of federal and unitary frameworks, including processes of devolution and delegated authority for local and regional governance processes.

## **Delivery**

The teaching consists of a combination of lectures and seminars, including interactive teaching, comprising a total of 20 hours. Video conferencing will be applied during the whole course. The students are expected to be prepared and active during the seminars in discussing legal approaches to the issues at hand. Students are expected to study independently in periods of no seminars or lectures.

## **Quality assurance**

The course will follow the procedures for quality assurance and program evaluation at both Universities. At the University of Tromsø the course follows the Quality Assurance System for the Educational Activities guidelines, as outlined in the GENI program description. Evaluation by partner communities and institutions will be of special relevance for this course. The course will be reviewed at least once during a program period (i.e. six semesters).

## **Assessment and grading**

The course is assessed through a written home exam (5 days), (maximum 4000 words). The exam may include theoretical and/or scenario questions.

SVF-XXXX: Northern Governance

Masters in Governance and Entrepreneurship in Northern and Indigenous areas.

During the semester each student will do an oral presentation in class on selected readings (via video-conferencing).

Participation in the field school is mandatory.

The grading scale of A to F is applied, where F constitutes fail. Students who fail their examination are entitled to re-sit the examination.

### **Required Reading**

Forthcoming.