# Colloquium on

# The Politics of the Arctic

Political Science BC 3060

Spring 2022

Tuesdays 10:10am-noon, location TBA

**Prof. Kimberly Marten**

Office: Milstein Center 1106

**Office hours:** online at my Zoom room (Meeting ID 212 854 5115, wait-room enabled so no code needed), by appointment via my Google calendar, https://tinyurl.com/y7gnljya

(Please be sure your own calendar is open, and set to US East Coast time.)

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**Course Description and Objectives**

The Arctic region is warming more than twice as fast as the rest of the world, and greater portions of the Arctic Ocean are becoming ice-free much faster than anyone had expected even a few years ago. This is having a huge impact on the politics of the region, and is what social scientists call a “natural experiment” (even though it is the result of human activity) or an “exogenous shock” to the status quo. The fact of climate change has implications for virtually every realm of politics and policy: from local governance to cooperative international institutions, from commercial trade to military security, from environmental disasters to economic windfalls (including for indigenous communities). In this colloquium we will explore these changes and their implications, relating each of them to enduring concepts in political science. Each student will choose one case (or a set of related cases) to explore in depth, in an original, argumentative, independent research paper.

**Student Learning Outcomes**

Students who complete this course successfully will be able to:

* Demonstrate knowledge of key social science and policy debates about analytic and logical issues relating to conflict, cooperation, and politics in the Arctic, as well as factual knowledge of selected cases where these debates are reflected in real-world events.
* Read critically to assess the explanatory value of competing perspectives and theories.
* Apply contending theories from the social science literature to analyze, compare, and evaluate selected historical and current events, in class discussions and written assignments.
* Synthesize facts and arguments across cases in order to reason critically and argue creatively in class discussions and written assignments.
* Independently design, research, and write a substantial paper of 25-30 pages that explores, and takes a stance on, a significant debate in the political science or policy literature.

**Assignments and Expectations**

Most classes will begin with a brief lecture by Prof. Marten, and will then be discussion-based, sometimes broken up into smaller groups. Students are **required to attend all course meetings**, to participate regularly in class discussions, and to demonstrate through this participation that they have completed the assigned readings before class is held. Readings have been chosen because they are written by subject-matter experts who make significant arguments in ongoing policy debates. One objective of the course is to encourage **students to develop habits of constructive criticism** as a basis for building their own convincing independent arguments.

If a student is not able to attend a particular course meeting, Prof. Marten must be notified in advance if at all possible. An **alternate assignment** (a one-page written answer to one of the discussion questions for the day) must be completed to receive credit for discussion participation for that day. **All students are allowed to miss one course session for any reason without a makeup assignment being turned in,** except that attendance at the last, Capstone research presentation class is required (except in the case of unforeseen emergency).

**All written assignments will be submitted on the “Assignments” page on Courseworks**. All uploaded files must be in either Word or PDF format. **Twice** during the semester, each student will write **a short (3- to 5-page) argumentative essay** on some aspect of the assigned weekly readings, due before the start of class that week so that the paper is not influenced by our class discussion. Students will choose the sessions for their essays after the first day of class. (You may choose to discuss all of the readings for a given week, or to focus on just one or two significant readings.) These papers should summarize the relevant points from the selected reading (with page citations) to demonstrate that you have read and understood it thoroughly; and should then make a **cohesive and well-supported independent argument**. Your argument might involve critiquing aspects of the reading itself (remembering that a good critique points out strengths as well as weaknesses); comparing an argument in one reading to another (which might include something discussed earlier in the semester or even in another class); explaining what the reading suggests about solutions to some current policy problem; etc. Prof. Marten will distribute discussion questions before the class meeting, and you are welcome to use one of her questions for your paper if you like. As long as the paper both makes a strong and well-supported argument, and demonstrates that the assigned reading has been done in depth, you have creative license to approach this assignment however you like. A major purpose of these assignments is to allow Prof. Marten to assess the quality of your writing and analysis before the major paper is due, to suggest ways to improve. **Late argumentative essays will not be accepted at all**, because they are not to be influenced by class discussion. Therefore if you must miss a deadline for a critique paper, you will need to sign up to do a different, later critique paper instead.

Students will also write **a longer research paper** of 25-30 double-spaced pages on a topic chosen in consultation with Prof. Marten**.** Most research papers will use qualitative methods (i.e., not statistics) to examine one or several cases in depth. (Students who are already very comfortable using statistics are welcome to do a quantitative paper instead.) The goal of most papers will be three-fold: (1) to provide a thorough review of a well-chosen literature, where there is a debate about some causal question related to the politics of the Arctic; (2) to collect in-depth evidence or data about one or more cases, in order to test which of the competing theories explains outcomes best; and (3) to reach an independent conclusion about the causal debate, based on the case(s), and discuss the significance of that conclusion. (Given constraints in timing and skill-levels, there is no expectation that students do primary-source research, unless they wish to do so. The evidence used, in other words, can come from high-quality secondary sources.)

The process of writing this research paper—not merely the final result—is the heart of the course, and students should plan to spend significant time throughout the semester conceptualizing and rethinking the topic and research strategy as the semester progresses. The frustrations of rigorous research are part of the learning experience of the course. Students will turn in a carefully written and preliminary research **topic statement** (one page, of approximately three paragraphs) by **11:59pm on Sunday, Jan. 30** (we will discuss them in class on Tues. Feb.1); and a substantial **research proposal** (of at least three pages, including a revised topic statement if necessary) with an **annotated draft bibliography** of at least 15 high-quality sources by **11:59pm on Thursday, March 10** (just before spring break). Separate handouts will describe the expectations of each of these assignments. The final paper is due just before our last day of class, **Tuesday April 26 at 9am**.

**Senior Capstone Requirement**

In addition to the above requirements, all seniors who have designated this colloquium to

fulfill their Senior Capstone requirement will be assigned peer partners, with whom they are expected to consult throughout the semester about their major paper assignment. Capstone seniors will hold additional meetings in Prof. Marten’s office (mutually convenient times TBA) where peer partners will discuss and provide constructive mentoring and feedback on the topic research proposal, and the mechanics of the **final poster** required by the department (department due date TBA). The poster will be displayed at the Barnard major’s senior end-of-year party. The poster itself will not be graded, but the completion of a poster is required to receive a "Pass" for the senior requirement.

**Evaluation**

Weekly Participation: 15%

Two short critique papers on assigned course readings: 10% each (20% total)

Initial one-page topic statement for longer paper: 5%

Three-page research proposal: 15%

Annotated bibliography: 5%

Finished 25- to 30-page paper: 40%

**Barnard Honor Code**

Approved by the student body in 1912 and updated in 2016, the Code states: “We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.”

All assignments in this class are to be completed in accordance with the Barnard Honor Code, with expectations outlined in the following paragraph. Any student who violates the Honor Code will face dean’s discipline at her or his home college, and will earn a failing grade in the course.

Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources and unpublished sources (such as prior student papers), used in their writing. Students should avoid cutting and pasting from source materials, to ensure that the wording used is their own; if the words of others are used, they should be placed in quotation marks. “Plagiarism” is the use of someone else’s words or ideas without proper attribution. It is, at its core, the act of falsely implying or claiming credit for intellectual work that someone else did. All students receive in-depth briefings on plagiarism and proper citation techniques as part of their introductory days at Barnard and Columbia; any student who has any remaining questions about proper citation technique or about how to avoid plagiarism should discuss these questions and concerns with Prof. Marten before turning in the assignment in question. Plagiarism is often committed as an act of desperation under pressure. **If you ever feel so pressured on an assignment that you are tempted to plagiarize, please contact Prof. Marten instead.** Together we can work out (for example) a fair extension on a deadline, to ease your panic. **All written assignments will automatically be put through turnitin.com to check for plagiarism.**

Students are encouraged to consult with each other to get feedback as they are writing their major research papers and the intermediary assignments associated with the research papers, but no collaboration is allowed when writing the short papers on the assigned readings. All students may use the Barnard Writing Center with no restrictions.

**The use of laptops in class is heavily discouraged**, except on the research discussion day (Feb. 1) and by Capstone students making their presentations on the last day of class. There may be times when it is necessary to look up a point in the assigned readings, but this should be the exception: students are expected to give their full, undistracted attention to class discussion, and to take notes by hand (research demonstrates that handwritten notes contribute more to learning than notes taken by laptop: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> ).

**Center for Accessibility Resources & Disability Services (CARDS) Statement**

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854- 4634, cards@barnard.edu, or learn more at <http://barnard.edu/disabilityservices>. CARDS is located in 101 Altschul Hall.

**Barnard Wellness Statement**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

* <http://barnard.edu/primarycare>
* [http://barnard.edu/counseling](http://barnard.edu/counsel)
* <http://barnard.edu/wellwoman/about>
* [Stressbusters Support Network](http://health.columbia.edu/files/healthservices/pdf/alice_Stressbusters_Support_Network.pdf)

**Course Schedule**

**Note:** All readings are available online; no book purchases are necessary. The easiest way to access them is through the “Modules” function on Courseworks. Please read items in the order they are listed; that will help make clear which issues in each reading are important. Brief news reports will be added to the required reading list as events unfold, and substitutions in more substantive readings may occur as new work is published.

**January 18. Introduction to the warming Arctic: who are the players?** International organizations, states, and indigenous peoples. Please read these articles before our first day of class. It will be assumed that you are familiar with these issues and players throughout the semester.

**Open Web:**

Alejandra Borunda, “Arctic summer sea ice could disappear as early as 2035,” NationalGeographic.com, Aug. 13, 2020, <https://www.nationalgeographic.com/science/article/arctic-summer-sea-ice-could-be-gone-by-2035> [note: you will need to create a free account at this website and then log in to read this].

Madeleine Stone, “Siberia’s massive wildfires are unlocking extreme carbon pollution,” NationalGeographic.com, Aug. 19, 2021, <https://www.nationalgeographic.com/environment/article/siberias-massive-wildfires-are-unlocking-extreme-carbon-pollution>

**Courseworks files:**

Mary Durfee and Rachael Lorna Johnstone, “Arctic Players,” chapter 3 of their *Arctic Governance in a Changing World* (New York: Rowman and Littlefield, 2019), pp. 51-86.

**January 25. The Arctic Council as an International Institution.**

**Open web:**

Sara McLaughlin Mitchell, “Cooperation in World Politics: The Constraining and Constitutive Effects of International Organizations,” unpublished paper prepared for delivery at the International Studies Association annual meeting in San Diego, CA, 2006, <https://ir.uiowa.edu/cgi/viewcontent.cgi?article=1004&context=polisci_pubs> (only pp. 1-10, the discussion of theories, is required).

**Courseworks files:**

Danita Catherine Burke, “Conceptualizing the Book,” chapter 1 of her *Diplomacy and the Arctic Council* (Montreal: McGill-Queen’s University Press, 2019), pp. 20-45.

**CLIO:**

Oran R. Young, “The shifting landscape of Arctic politics: implications for international cooperation,” *The Polar Journal* 6, no. 2 (2016): 209-223.

**Open web:**

Troy J. Bouffard and P. Whitney Lackenbauer, “The Russian Arctic Council Chairmanship: National Security Considerations in the Shadow of Regional Cooperation,” *Russian Analytical Digest* 269 (June 2021): 2-8.

**Feb. 1: Research discussion day.** At the start of class, Prof. Marten will give an introduction to resources available through Columbia’s CLIO and high-quality open web sources, based on the topics students turn in the Sunday before. Then each student will give a very brief summary of their proposed research question, followed by a supportive critique by Prof. Marten. The goal is to push each student to define terms clearly and think about causal (cause-and-effect), as opposed to descriptive or prescriptive, political research questions—with the knowledge that everyone in the class is facing the same challenges, and hearing critiques of each other’s ideas will make everyone’s own ideas more solid.

**Feb. 8. The role of international law: The Law of the Sea, the “Arctic 5” and “5+5,” and the examples of Russia and the continental shelf, and the Arctic fisheries agreement.**

**Open web:**

Robin R. Churchill, “Law of the Sea,” Encyclopedia Britannica (2013), <https://www.britannica.com/topic/Law-of-the-Sea>

US National Oceanic and Atmospheric Administration General Counsel, “Law of the Sea Convention,” <https://www.gc.noaa.gov/gcil_los.html>

Tufts University Fletcher School, “The Arctic and the LOSC,” from *Law of the Sea: A Policy Primer*, <https://sites.tufts.edu/lawofthesea/chapter-eight/>

**Courseworks files:**

Mathieu Landriault, Andrew Chater, Elana Wilson Rowe, and P. Whitney Lackenbauer, “Regional governance of Arctic Ocean: The Arctic 5 (A5) and the Arctic 5+5,” chapter 2 in their *Governing Complexity in the Arctic Region* (London: Routledge, 2019).

**Open web:**

Kamrul Hossain, “Russia’s Proposed Extended Continental Shelf in the Arctic Ocean: Science Setting the Stage for Law,” *American Society of International Law Insights* 25, no. 8 (May 24, 2021), <https://www.asil.org/insights/volume/25/issue/8>

Cornell Overfield, “An Off-the-Shelf Guide to Extended Continental Shelves and the Arctic,” *Lawfare*, April 21, 2021, <https://www.lawfareblog.com/shelf-guide-extended-continental-shelves-and-arctic>

David Balton, “Landmark Arctic Fisheries Agreement Enters Into Force,” The Maritime Executive, Aug. 29, 2021, <https://maritime-executive.com/editorials/landmark-arctic-fisheries-agreement-enters-into-force>

**Feb. 15. A question of sovereignty: Greenland and Denmark.**

**CLIO:**

Robert Jackson, “Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape,” *Political Studies* 47 (1999): 431-56.

**Courseworks files:**

Adam Grydehøj, “Government, Policies, and Priorities in Kalaallit

Nunaat (Greenland): Roads to Independence,” in Ken S. Coates and Carin Holroyd (eds.), *The Palgrave Handbook of Arctic Policy and Politics* (Palgrave Macmillan, 2020), pp. 217-31.

Minori Takahashi, “Greenland’s Quest for Autonomy and the Political Dynamics Surrounding the Thule Air Base,” in Takahashi, ed., *The Influence of Sub-state Actors on National Security: Using Military Bases to Forge Autonomy* (Springer Nature, 2019), pp. 25-49.

**Open web:**

Michael Oneal, “Greenland Needs Money. Is a Uranium Mine the Answer?,” *Washington Post*, Feb. 10, 2017, <https://www.washingtonpost.com/sf/world/2017/02/10/greenland-needs-money-is-a-uranium-mine-the-answer/>

Robinson Meyer, “Greenland’s Rare-Earth Election,” *The Atlantic*, May 3, 2021, <https://www.theatlantic.com/science/archive/2021/05/greenlands-rare-earth-election/618785/>

**Feb. 22. NATO security interests and the Arctic.**

**CLIO:**

Øystein Tunsjø, “The Great Hype: False Visions of Conflict and Opportunity in the Arctic,” *Survival* 62, no. 5 (Oct./Nov. 2020): 139-156.

**Open web:**

Six chapters, in the following order, from *On Thin Ice? Perspectives on Arctic Security*, ed. Duncan Depledge and P. Whitney Lackenbauer (Peterborough, Canada: Trent University North American and Arctic Defence and Security Network, 2021), <https://www.naadsn.ca/wp-content/uploads/2021/03/Depledge-Lackenbauer-On-Thin-Ice-final-upload.pdf>:

--Andreas Østhagen, “The Good, the Bad, and the Ugly: Differentiating Between Different Security Dynamics in the Arctic,” chapter 3 (pp. 23-34);

--Rob Huebert, “The Evolving Arctic Security Environment,” chapter 5 (pp. 48-54);

--Rebecca Pincus, “Changing Strategic Geography in the GIUK Gap,” chapter 14 (pp. 126-134);

--P. Whitney Lackenbauer, “Threats Through, To, and In the Arctic: A Canadian Perspective,” chapter 4 (pp. 35-47);

--Duncan Depledge, Caroline Kennedy-Pipe, and James Rogers, “The UK’s Arctic Defence Strategy and the Wider North,” chapter 15 (pp. 135-142);

--Niklas Eklund, “Recent Changes to Swedish Security Policy − An Arctic Turn?” chapter 17 (pp. 152-162). [Note: Sweden has never been a member of NATO, but in recent years has been cooperating more with NATO as Russian assertiveness has grown.]

**Mar. 1. Russia and the Arctic**

**Courseworks files:**

Marlene Laruelle, “A Territory or an Identity? The Far North in Russia’s Statehood,” chapter 2 from her *Russia’s Arctic Strategies and the Future of the Far North* (Armonk, NY: M.E.Sharpe, 2014), pp. 24-46.

Thane Gustafson, “The Politics of Climate Change in Russia,” chapter 1 from his *Klimat: Russia in the Age of Climate Change* (Cambridge, MA: Harvard University Press, 2021), pp. 17-46.

Andrew E. Kramer, “In the Russian Arctic, the First Stirrings of a Very Cold War,” *New York Times*, May 22, 2021.

**Open web:**

Heather A. Conley, Cyrus Newlin, Colin Wall, Andrew Lohsen, “Russia’s Climate Gamble: The Pursuit and Contradiction of Its Arctic Ambitions,” Center for Strategic and International Studies, Sept. 2021, <https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/210924_Conley_Russia%27s_Climate_Gamble.pdf?PehRoHxLxSI_CzhQ8sI.ssO0AwQeXAXF>

Eugene Rumer, Richard Sokolsky, and Paul Stronski, “Russia in the Arctic—A Critical Examination,” Carnegie Endowment for International Security, Mar. 29, 2021, <https://carnegieendowment.org/2021/03/29/russia-in-arctic-critical-examination-pub-84181>

One chapter from *On Thin Ice*?, <https://www.naadsn.ca/wp-content/uploads/2021/03/Depledge-Lackenbauer-On-Thin-Ice-final-upload.pdf>: Mathieu Boulègue, “Mitigating Russia’s Military Posture in the European Arctic: Towards a High North Hard Security Architecture,” chapter 8 (pp. 71-77).

**Mar. 8. China as a “Near-Arctic State.”**

**CLIO:**

Fareed Zakaria, “The New China Scare: Why America Shouldn’t Panic About Its Latest Challenger,” *Foreign Affairs* 99, no. 1 (Jan./Feb. 2020): 52-69.

Rana Mitter, “The World China Wants: How Power Will—and Won’t—Reshape Chinese Ambitions,” *Foreign Affairs* 100, no. 1 (Jan./Feb. 2021): 161-74.

**Open web:**

Rush Soshi, Alexis Dale-Huang, and Gaoqi Zhang, “Northern Expedition: China’s Arctic Activities and Ambitions,” Brookings Institution Report, April 2021, pp.1-69, <https://www.brookings.edu/research/northern-expedition-chinas-arctic-activities-and-ambitions/>

One chapter from *On Thin Ice*? ), <https://www.naadsn.ca/wp-content/uploads/2021/03/Depledge-Lackenbauer-On-Thin-Ice-final-upload.pdf>:Andrew Foxhall, “The Sino-Russian Partnership in the Arctic,” chapter 10 (pp. 82-90).

**Mar. 15. Spring break, no class meeting.**

**Mar. 22. Extractive industries (oil, gas, and minerals) and the Arctic: a new Klondike? Or the Net Zero campaign and the problem of stranded assets?**

**Open web:**

“The Arctic: Natural Resources,” Arctic.ru (a website sponsored by the Russian Geographical Society that provides the Russian state perspective on Arctic news stories), <https://arctic.ru/resources/#:~:text=The%20most%20developed%20sector%20of,%2C%20natural%20gas%2C%20and%20oil> [please hit the “Show” button on the middle right of the webpage to get the whole, if brief, summary of the Russian viewpoint on Arctic resources].

Alan Livsey, “Lex in depth: the $900 bn cost of ‘stranded energy assets,’” *Financial Times*, Feb. 4, 2020. [Note: you will need to register for an account at <https://library.columbia.edu/collections/eresources/databases/financial-times.html>, using your Columbia email. At that point you can read the FT for free online.]

Jariel Arvin, “Norway wants to lead on climate change. But first it must face its legacy of oil and gas,” Vox.com, Jan. 15, 2021, <https://www.vox.com/22227063/norway-oil-gas-climate-change>

Joel K. Bourne, Jr., “This wilderness crown jewel is opening for oil drilling. Why is industry interest so weak?” NationalGeographic.com, Jan. 5, 2021, <https://www.nationalgeographic.com/environment/article/wilderness-crown-jewel-opening-for-drilling-industry-interest-weak?loggedin=true> [note: remember to sign in using your free account].

Marianne Lavelle, “In Two Opposite Decisions on Alaska Oil Drilling, Biden Walks a Difficult Path in Search of Bipartisanship,” Inside Climate News, June 7, 2021, <https://insideclimatenews.org/news/07062021/alaska-biden-murkowski-anwr-arctic-national-wildlife-refuge-oil-bipartisanship/>

**CLIO:**

Andrew Ross Sorkin, “BlackRock Chief Pushes a Big New Climate Goal for the Corporate World,” *New York Times*, Jan. 26, 2021.

**Courseworks files:**

Kimberly Marten, “Russian Oligarchs and the Arctic: Are Global Business Norms Turning the Kremlin Green?” unpublished paper prepared for delivery at the International Studies Association Annual Convention, Nashville, 2021.

**Mar. 29. No class meeting; Prof. Marten will be presenting her paper at the annual meeting of the International Studies Association.** All students are expected to use the extra time this week to work intensively on their research projects. As a substitute for this class meeting, Prof. Marten will hold extra office hours the week of April 4, for members of this course only, to discuss research paper progress.

**April 5. The complexity of indigenous politics and Arctic land rights.**

**Courseworks files:**

Mark Nutall, “Self-determination and indigenous governance in the Arctic,” chapter 5 of *The Routledge Handbook of the Polar Regions*, ed. Mark Nuttall, Torben R. Christensen

and Martin J. Siegert (New York: Routledge, 2018), pp. 67-80.

Nikolas Sellheim, “The Arctic Council and the Advancement of Indigenous Rights,” chapter 7 of *Arctic Triumph: Northern Innovation and Persistence*, ed. Nikolas Sellheim, Yulia V. Zaika, and Ilan Kelman (Cham, Switzerland: Springer Polar Sciences, 2019), pp. 105-125.

**Open web:**

Sally Hardin and Jenny Rowland-Shea, “The Most Powerful Arctic Oil Lobby Group You’ve Never Heard Of,” Center for American Progress, Aug. 9, 2018, <https://www.americanprogress.org/issues/green/reports/2018/08/09/454309/powerful-arctic-oil-lobby-group-youve-never-heard/>

Arbakhan K. Magomedov, “Oil Derricks or Reindeer? A Clash of Economics and Traditional Lifeway in Russia’s Far North,” Wilson Center Kennan Institute Russia File Blog, Feb. 22, 2019, <https://www.wilsoncenter.org/blog-post/oil-derricks-or-reindeer-clash-economics-and-traditional-lifeway-russias-far-north>, and “‘Where Is Our Land?’ Challenges for Indigenous Groups in the Russian Arctic,” Russia File Blog, Nov. 14, 2019, <https://www.wilsoncenter.org/blog-post/where-our-land-challenges-for-indigenous-groups-the-russian-arctic>

**April 12. The convoluted relationship between Arctic Norway, Russia, and the EU: Svalbard/Spitzbergen, and the Barents cooperative organizations.**

**CLIO:**

Andreas Østhagen, “Norway’s arctic policy: still high North, low tension?,” *The Polar Journal*, published online first, Apr. 25, 2021, DOI: 10.1080/2154896X.2021.1911043 **Open web:**

Stacy R. Closson, “Good Fences Make Good Neighbors: Russia and Norway’s Svalbard,” *Wilson Center Kennan Cable* 37, Nov. 2018, <https://www.wilsoncenter.org/sites/default/files/media/documents/publication/kennan_cable_no_37.pdf>

Atle Staalesen, “Norway's celebration of Svalbard Treaty was followed by ardent and coordinated response from Moscow media,” *Barents Observer*, July 2, 2020, <https://thebarentsobserver.com/en/2020/07/norways-celebration-svalbard-treaty-was-followed-ardent-and-coordinated-response-moscow>

**On the Svalbard fishing dispute between Norway and the EU:**

Kevin McGwin, “How a standoff over cod could test the boundaries of the Svalbard Treaty,” *Arctic Today*, Aug. 19, 2021, <https://www.arctictoday.com/how-a-standoff-over-cod-could-test-the-boundaries-of-the-svalbard-treaty/>

Barbara Moens and Gabriela Galindo, “EU faces Arctic cod war with Oslo over post-Brexit rights,” Politico, Aug. 9, 2021, <https://www.politico.eu/article/eu-norway-arctic-fishing-post-brexit-rights/>

**On Norway/Russia Barents cooperation:**

International Barents Secretariat, “Cooperation in the Barents Euro-Arctic Region,” <https://www.barentscooperation.org/en/About> Please click around on the website to learn more about this organization, whose headquarters is in Kirkenes, Norway (just over the border from Russia’s Murmansk region).

The Norwegian Barents Secretariat (Norwegian Ministry of Foreign Affairs), “Promoting Norwegian-Russian relations in the north,” <https://barents.no/en/promoting-norwegian-russian-relations-north>. Please click on the headings on the right-hand side of the page to read all about this organization that is designed to support cooperative economic, social, and cultural relationships between the Norwegian and Russian sections of the Arctic Barents region.

Peter B. Danilov, “Drilling in the Barents Sea Could Lead to Demanding Cooperation Between Norway and Russia,” *High North News*, June 30, 2021, <https://www.highnorthnews.com/en/drilling-barents-sea-could-lead-demanding-cooperation-between-norway-and-russia>

Barents Observer, “About Us,” <https://thebarentsobserver.com/en/about-us>. Please read to the very end of this page, to learn how Russia has an effect on Barents-region media policy inside Norway.

**April 19. Individual meetings with Prof. Marten about research papers.**

**April 26. Capstone research presentations.**