



## Methods and ethics in Arctic interdisciplinary research

### REXSAC PhD course. Fall 2017

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#### Objective and learning goals

The objective of this course is for PhD students to gain firm knowledge on how to conduct research in Arctic communities, and how to design their research in a way that allows stakeholders to influence, contribute to and make use of the research in a way that is mutually meaningful. Students will be trained both in different research methods aimed at this, and in ethical principles guiding these research methods.

Upon completion of this course the students should

- understand the strength and weaknesses of common methodological approaches in Arctic research and thereby have the ability to discuss and defend the overall approach/es chosen for addressing their major research question(s)
- understand the ethical principles and rules that guide research practices and be able to critically assess the ethical dimensions of their own research
- understand the role of stakeholder involvement and policy engagement in Arctic research in order to identify relevant outreach and co-production activities for their own research

#### Course plan

This course is held in the fall of 2017 and includes:

- On-line introduction with explanation of course goal and assignment. This will be held 12 September at 11:30 am CET. Join at KTH Division of History seminar room or via Adobe Connect <https://connect.sunet.se/r6zoc9j1qhr/>
- Workshop with lectures and seminars in Akureyri, Iceland, 27-29 September 2017.
- Written assignment with reflections on method choices and ethical issues in relation to the student's own research and based on the course literature. This paper is due 31 October 2017.
- Providing written peer comments on the written assignments from two other students, due 15 November 2017.

#### Credits and grading

The course is given by KTH Royal Institute of Technology for 3.0 ECT at the third cycle level. Grading is pass/fail. Passing grade requires active participation in the Akureyri workshop, completion of the written assignment, and providing peer comments on the papers of fellow students.

#### Course responsibility

Responsible for the course content are Annika, E. Nilsson ([annika.nilsson@sei-international.org](mailto:annika.nilsson@sei-international.org)) and Joan Nymand Larsen ([jnl@unak.is](mailto:jnl@unak.is)).

Responsible for administrative questions and for REXSAC's PhD program is Dag Avango ([dag.avango@abe.kth.se](mailto:dag.avango@abe.kth.se))

## Schedule for Akureyri workshop, including reading assignments

### Tuesday September 26. Arrival in Akureyri

### Wednesday September 27

Venue: Borgir research building, Room R262, Nordurslod, University of Akureyri

9.00-10.00	<p>Lecture: Why should stakeholders be involved in Arctic research? <i>Annika E. Nilsson and Joan Nymand Larsen</i></p> <p>Required reading: Petrov, A. N., BurnSilver, S., Chapin, F. S., Fondahl, G., Graybill, J., et al. (2016) Arctic sustainability research: toward a new agenda. <i>Polar Geography</i> 39(3) 165–78.</p>
10:00-10:30	Break
10:30-11.00	<p>Invited presentation: Stakeholders in the Arctic Council: <i>Tom Barry, Executive Secretary Conservation of Arctic Flora and Fauna (CAFF)</i>.</p> <p>Preparation: Visit <a href="http://www.caff.is">www.caff.is</a>. Also look at the report for policy makers from the Arctic Biodiversity Assessment: <a href="https://www.caff.is/assessment-series/arctic-biodiversity-assessment/229-arctic-biodiversity-assessment-2013-report-for-policy-makers-english">https://www.caff.is/assessment-series/arctic-biodiversity-assessment/229-arctic-biodiversity-assessment-2013-report-for-policy-makers-english</a></p>
11.00-12.00	<p>Stakeholders, right holders and others affected by research. Discussion and exercise in stakeholder mapping led by <i>Annika E. Nilsson</i></p> <p>Required reading: Mitchell, R. K., et al. Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts. <i>Acad. Manage. Rev.</i> <b>22</b>, 853–886 (1997)</p>
12.00-13.00	Lunch
13.00-14.00	<p>Introduction to research ethics with focus on historical development and contemporary guidelines: <i>Annika E. Nilsson</i></p> <p>Required reading and preparation: Drugge, A-L. Ethics in Indigenous Research. Past Experiences – Future Challenges. Vartoe – Centre for Sami Research, Umeå University, 2016; IASSA’s principles for ethical research: <a href="http://iassa.org/about-iassa/research-principles">http://iassa.org/about-iassa/research-principles</a> Ethical Principles for the Conduct of Research in the North. Association of Canadian Universities for Northern Studies, 2003 Ethical guidelines that are relevant specifically for the country in which you are employed/funded and where you plan empirical work. Locate these in advance, read and send a copy for uploading to common folder.</p> <p>Optional reading: Comstock, G. Research Ethics. A Philosophical Guide to the Responsible Conduct of Research. Cambridge University Press, 2012. Skloot, R. 2010. The Immortal Life of Henrietta Lacks. Broadway Books. ISBN 978-1-4000-5218-9.</p>

14.00-15.00	Discussion in small groups: What is ethical research? Who sets the rules for ethical conduct?
15.00-15.30	Break
15.30-16.00	Small groups report back
16.00-17.00	Seminar discussion: Applying ethical guidelines to REXSAC PhD studies. Students are expected to highlight ethical issues in their own research as a basis for discussing different ways of addressing them.

## Thursday September 28

9.00-12.00	<p>Introduction to methods</p> <ul style="list-style-type: none"> <li>Quantitative methods in the social sciences: <i>Joan Nymand Larsen</i></li> </ul> <p>Required reading:</p> <p>Loeffler, B. Mining and sustainable communities. <i>Economic Development Journal</i> / Spring 2015 / Volume 14 / Number 2.</p> <p>Guettabi, M. 2015. The determinants of small business success in Alaska. <i>Economic Development Journal</i> / Spring 2015 / Volume 14 / Number 2</p> <p>Nymand Larsen, J. Fondahl, G. and Young O.R. 2010. Introduction: Human development in the Arctic and Arctic Social Indicators. In: <i>Arctic Social Indicators</i>. Copenhagen: Nordic Council of Ministers. Chapter 1; 11-28</p> <p>Eliassen, B-M., Melhus, M. Kruse, J. Poppel, B. and Borderstad, A.R. 2015. Design and methods in a survey of living conditions in the Arctic. In: <i>SLiCA: Arctic living conditions: Living conditions and quality of life among Inuit, Saami and indigenous peoples of Chukotka and the Kola Peninsula</i>. Copenhagen. Nordic Council of Ministers. Chapter 3; 115-130</p> <p>Optional reading:</p> <p>Poppel, B. 2015. Introduction to SLiCA. In: <i>SLiCA: Arctic living conditions: Living conditions and quality of life among Inuit, Saami and indigenous peoples of Chukotka and the Kola Peninsula</i>. Copenhagen. Nordic Council of Ministers. Chapter 1; 23-72.</p> <p>Andersen, T. and Poppel B. 2015. Living conditions in the Arctic. <i>SLiCA: Arctic living conditions: Living conditions and quality of life among Inuit, Saami and indigenous peoples of Chukotka and the Kola Peninsula</i>. Copenhagen. Nordic Council of Ministers. Chapter 2; 87-113.</p> <ul style="list-style-type: none"> <li>Qualitative methods in the social sciences: <i>Jon Haukur Ingimundarson</i></li> </ul> <p>Required reading:</p> <p>Bernard, R.H. 2006. <i>Research methods in Anthropology</i>. AltaMira Press. Chapter 9. Interviewing: Unstructured and semistructured and Chapter 13. Participants observation.</p>
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	<ul style="list-style-type: none"> <li>• What role can the natural sciences play in interdisciplinary settings? <i>Ninis Rosqvist</i></li> <li>• Humanities approaches to Arctic studies: <i>Dag Avango</i> Required reading: Hacquebord, L. and Avango, D. 2016. Industrial Heritage Sites in Polar Regions: Sources of Historical Information. <i>Polar Science</i> 10 (3): 433-40.</li> </ul>
12.00-13.00	Lunch
13.00-14.00	Icelandic megaprojects and it impacts on communities: Mixed methods, triangulation and case study research: <i>Hjalti Johannesson, University of Akureyri Research Centre</i>
14.00-15.00	<p>Method highlights:</p> <ul style="list-style-type: none"> <li>• Action research - Working with Sami communities to define impact assessment: <i>Rasmus Kløcker Larsen, Stockholm Environment Institute</i> (virtual presentation)</li> </ul> <p>Required reading: Larsen, R.K. Ratio, K. Stinnerbom and Wik-Karlsson. 2016. Sami-state collaboration in the governance of cumulative effects assessment: A critical action research approach. <i>Environmental Impact Assessment Review</i> 64 (2017) 67–76.</p> <p>Lawrence, R. and Larsen R.K., 2016. The politics of planning: assessing the impacts of mining on Sami lands. <i>Third World Quarterly</i>, DOI: 10.1080/01436597.2016.1257909</p> <ul style="list-style-type: none"> <li>• Working with communities in Greenland: <i>Joan Nymand Larsen</i></li> <li>• Focus group methodology: <i>Marta Einarsdottir, University of Akureyri Research Centre</i></li> <li>• Ethnographic field work: <i>Jon Haukur Ingimundarson</i></li> </ul>
15.00-15.30	Break
15.30-15.45	<ul style="list-style-type: none"> <li>• Surveys and questionnaires: <i>Hjalti Johannesson and Marta Einarsdottir, University of Akureyri Research Centre (TBC)</i></li> <li>• What can we learn from archives and archeology? <i>Dag Avango</i></li> </ul>
15.45-16.30	Discussion in small groups: What methods can you use to inform your research question? Pros? Cons? How can methods be combined?

### Friday September 29

<b>8.30-9.15</b>	<p>The science-policy interface. Saliency, legitimacy and credibility. Lecture: <i>Annika E. Nilsson</i></p> <p>Required reading: Clark, W.C., Cash, D.W. and Mitchell R.B. 2006. Evaluating the Influence of Global Environmental Assessments In: <i>Global environmental assessment: Information and influence</i>. Cambridge, MA. MIT Press. Chapter 1; 1-28</p> <p>Optional reading: Mitchell R.B., Clark, W.C., and Cash, D.W. 2006. Information and influence. In: <i>Global environmental assessment: Information and influence</i>. Cambridge, MA. MIT Press; 307-338.</p>
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9.15-10.00	The realities of working at the science-policy interface: Some experiences from the Arctic Human Development Report and from the IPCC: <i>Joan Nymand Larsen</i>
10.00-10.30	Break
10.30-11.00	Working for the governor of Svalbard. Keeping integrity in a politically contentious field: <i>Dag Avango</i>  Required reading: Avango, D., and Roberts, P. 2017. Heritage, Conservation, and the Geopolitics of Svalbard: Writing the History of Arctic Environments. In: <i>Arctic Environmental Modernities: From the Age of Polar Exploration to the Era of the Anthropocene</i> , edited by Lill-Ann Körber, Scott MacKenzie and Anna Westerståhl Stenport. Palgrave Studies in World Environmental History. Cham: Palgrave Macmillan; , 125-43
11.00-11.15	Instruction for course paper
11.30	Leave for excursion
	Lunch on the road
	Excursion to Húsavík, led by <i>Jon Haukur Ingimundarson</i>
Evening	Back in Akureyri