



SCHOOL OF LIBERAL ARTS
ANTHROPOLOGY 220
WINTER 2011
CREDIT COURSE

PEOPLES AND CULTURES OF THE SUBARCTIC

Instructor:	Norman Easton, BA, MA	Classes:	Tues / Thurs
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COURSE DESCRIPTION

Subarctic peoples have retained and elaborated traditions that are of great antiquity and define essential qualities of the human condition. This course introduces students to the historic adaptations, traditional cultures, and contemporary peoples of the Subarctic, with an emphasis on northwestern North America. It reviews interpretive perspectives taken by subarctic peoples about themselves as well as those of writers within the academic tradition. It surveys the features of social organization, religious traditions, arts, narrative styles, ethnicity, and contemporary relations with the State of selected North American Subarctic peoples.

COURSE TRANSFER

UBC	Anth 2nd yr. (3)	UAF	Anth Elec (3)
SFU	SA Anth (3)	UAS	Anth Elec (3)
UVic	Anth 200-level (1.5)	URegina	Anth 200L (3)
UNBC	Anth 200L (3)		

For more information about transferability contact the School of Liberal Arts.

COURSE PREREQUISITES

Second year standing in the School of Liberal Arts. It is recommended that students also take Anthropology 100.

COURSE FORMAT (2-1-0)

The course will be conducted as a combination of textual and online readings and a weekly lecture and seminar discussion of assigned topics.

LEARNING OUTCOMES

With conscientious application, upon completion of this course students will:

1. Gain a broad understanding of the subarctic environment and prehistoric traditions

2. Have a specific understanding of historic subarctic language distributions, material culture, and kinship systems.
3. Have detailed understanding of the foraging mode of production and its expression in a selection of historic and contemporary subarctic societies.
4. Hold a general understanding of the chronology and major events of the penetration and encapsulation of aboriginal subarctic societies by capitalism and the modern nation state, and the effects of and adaptations to this historic trajectory in contemporary subarctic communities.
5. Develop a view of past and present subarctic cultures and societies within a framework of World Systems theory.

ATTENDANCE

Attendance and participation in the weekly videoconference and online discussion group is mandatory. A student may be dismissed from a course if more than 10% of the scheduled contact hours are missed in any one course. Dismissal from a course may result in loss of full-time status and loss of sponsorship funding.

ASSIGNMENTS

Participation

Value = 50 Marks

Each of us brings unique experiences to our understanding of the readings and the topics. This mark will assess your weekly participation in the course in terms of your contributions of informed comments to the week's topic. A satisfactory performance level will demonstrate that you have read the assigned material and can relate it to the topic. A superior performance level will seek to integrate new knowledge with that already held or recently acquired. *Anthropology* is fundamentally an integrated view of culture and society and *Ethnology* one of comparison between cultures and their societies; demonstration of pursuit of these perspectives is encouraged.

Seminar Presentations

Value = 60 Marks

Each week a student will be responsible for the leadership of a seminar discussion of one of the week's assigned readings; this responsibility will rotate throughout the term and generally each student will be responsible for two to three readings through the course. A satisfactory performance level would include the posting of a short synopsis of the reading and discussion questions prior to class on the course web page, presentation of a critical commentary which relates the material to the week's topic and previous readings, and leading of an informed discussion during the video conference. A superior performance level would be achieved by stimulating further discussion within the class and by relating the readings to new, unassigned readings, or previous or recently acquired knowledge on the subject.

Research Project

Value = 50 Marks

Each student will contribute to an independent or joint research project on a subject chosen in consultation with the instructor. Generally this will take one of three forms:

- An original independent research paper (recommended for strong Anthropology Majors)
- An independent research contribution to an ongoing research project (recommended for average participants)
- The development of curriculum suited to the students teaching level(s) (recommended for participants seeking their Yukon Teaching Certificate)

The discussion, selection, and agreed-upon goals of the project must be completed by week three. The project itself is due at the end of term.

More information on the research project will be presented in class.

EXAMINATIONS

Mid-term Test

Value = 50 Marks

A short test on language distribution, material culture, and social organization will be written in the 7th week. It will consist of correctly identifying the natural and indigenous language areas of the subarctic on a map, and answering a set of multiple choice and short answer questions relating to material culture and social organization of indigenous subarctic societies.

Final Examination

Value = 90 Marks

A comprehensive final examination will be written during the designated college examination period. The exam will consist of a set of short answer questions related to assigned readings, true-false and multiple choice questions related to general comparative aspects of Subarctic Cultures, and a choice of short essay topics.

EVALUATION:

Your final grade will be based on the percentile equivalent of marks achieved as allocated in the following categories:

<u>Assignment</u>	<u>Marks</u>
Participation	50
Seminar Presentations	60
Research Project	50
Mid-term Test	50
Final Examination	90

Note: Assignments are due at class time of the due date. A penalty will be levied against assignments submitted past the due date and time, (ie: the scheduled start of class) at a rate of 20% of the total value of the assignment per working day, unless extension is legitimately warranted and discussed with the instructor.

Writing Centre

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in Room C2211 (in the College Library), the Writing Centre offers writing coaching sessions to students of all writing abilities. For further information or to book an appointment, visit the Centre's website: dl1.yukoncollege.yk.ca/writingcentre

At the instructor's discretion, students may be required to attend Writing Centre coaching sessions during the composition process of their paper(s) as a condition of assignment completion. The number of sessions required per assignment will be specified on the assignment sheet, and the Writing Centre will issue written confirmation of attendance, which should be attached to the written work being submitted for evaluation.

REQUIRED TEXTS

- McKennan, Robert. 1959. *The Upper Tanana Indians*. New Haven: Yale University Press.
- Nelson, Richard. 1983. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. Chicago: University of Chicago Press.
- Nadasdy, Paul. 2003. *Hunters and Bureaucrats*. Vancouver: UBC Press.
- Easton, N. A. (ed.) 1999. *Subarctic Ethnology*, Course Reader.
- Web Page

The webpage for this course is found at:

<http://dl1.yukoncollege.yk.ca/anth220/>

and is an integral part of this course. **All students will be expected to have read the material presented there and to contribute to the online postings each week.**

Students with Disabilities or Chronic Conditions

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

CLASS SYLLABUS

WEEK	TOPIC
1	Subarctic Ecology; History of Ethnology
2	Subarctic Archaeology and Prehistory
3	Subarctic Linguistics: Language, Naming, Memory, and Culture
4	Foraging Culture: Technology, Knowledge, And Material Culture
5	Hunting as Sacrament: Relations between People, Animals, and Natural Forces
6	Hunting as Sociality: Band Organization, Kinship, and Reciprocity
7	Hunting as Medicine: Shamanic Traditions and a Healthy World
8	Styles of Discourse: Music, Myth, Oral History, Stories, and Games
9	The Fur Trade Economy and Indigenous Subarctic Culture
10	Foragers and the Nation State
11	Contemporary Identity and First Nation's Ethnicity
12	Modes of Production and Contemporary Political Economy
13	The Future of Foragers (and Anthropology) in the Subarctic

ANTHROPOLOGY 220 - SUBARCTIC ETHNOLOGY

Detailed Reading List

(N. A. Easton, Instructor, Fall 2005)

ANTHROPOLOGY 220 - SUBARCTIC ETHNOLOGY

READING ASSIGNMENTS

Introductory Note

Your readings for this course consist of three ethnographic texts and a set of assigned essays or extracts from larger works.

The common texts and essays represent a range of approaches to understanding Subarctic Cultures. McKennan's monograph on the Upper Tanana is written in the "classic" ethnographic style, one of cultural reconstruction through "thick description" with limited analysis but wide-ranging ethnological (comparative) notes. Nelson's text on the worldview of the Koyukon attempts to provide an emic (insider's) perspective on the ecology of a northern foraging culture, examining in detail the sacred relationship between humans and their world that constitutes the most important defining feature of indigenous Subarctic Culture. As noted in the following itinerary, you should have completed reading these two ethnographies by Week 5. The third ethnography by Nadasdy explores contemporary political relationships between Yukon First Nations and the Canadian State; you are assigned readings of chapters from this monograph throughout the course, and should have read the entire text by the end of the semester.

The remaining readings in your course reader are meant to expose you to a variety of perspectives on the indigenous cultures and history of the Subarctic.

Be sure to keep notes on the texts as you read them; you will need them for both seminar discussions as well as test preparation. Always try to relate them to the current broad topic of the week - what do these author's have to say in their text that pertains to linguistics, kinship, spirituality, political economy, ethnicity, or identity?

In addition to the common texts, generally each class will ask you to read two or three essays or extracts which speak directly to the topic of the week. They are chosen for the importance of their particular contribution to our understanding of the topic and/or for their more general explication of theoretical assumptions that drive anthropological fieldwork and analysis on the topic. For similar reasons, you must keep notes on this material as well.

Finally, each student may be assigned to read additional material associated with their research project; relevant texts will be identified in consultation with the instructor.

WEEKLY READING ASSIGNMENTS

Core Monographs

1. McKennan, Robert - *The Upper Tanana Indians*.
2. Nelson, Richard - *Make Prayers to the Raven*.
3. Nadasdy, Paul - *Hunters and Bureaucrats - Power, Knowledge, and Aboriginal - State Relations in the Southwest Yukon*.

Reader - Volume I

1. Subarctic Ecology; History of Ethnology
 - Easton - Remembering *Nelna* - Bessie John
 - (Lee (1999), Hunter Gatherer Studies and the Millenium....
 - Kelly (1995), extracts from *The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways*
 - Gillespie (1981) Major Fauna in the Traditional Economy
 - begin reading McKennan ethnography
2. Subarctic Archaeology and Prehistory
 - Workman The Prehistory of the Southern Tutchone Area
 - Easton (2010) The Archaeological Sequence of Eastern Beringia
 - Hare (1995) Chapter 7 - Summary and Conclusion. Holocene Occupations....
 - Hare and Hammer (1997), New Data for a Late Persistence of Microblades....
 - Hare, et al. (2008), The Yukon Projectile Point Database....
 - Easton, et al. (2008) Chindadn in Canada?
 - You should **finish** reading McKennan by the end of this week.
3. Subarctic Linguistics: Language, Naming, Memory, Culture
 - Smithsonian Handbook, pp. 52-85
 - Kari (1989), Some Linguistic Implications for Denaina' Prehistory
 - Kari (2009) A Case Study in Ahtna Athabascan Geographic Knowledge
 - Easton (2001), Getting to Know the Neighbourhood....
 - Begin reading Nelson ethnography.
4. Foraging Culture: Technology, Knowledge, Material Culture
 - McClellan and Denniston (1981) Environment and Culture in the Cordillera
 - Ridington (1982), Technology, World View, and Adaptive Strategy....
 - various extracts on Material Culture
 - Continue reading Nelson ethnography.
5. Hunting as Sacrament: Relations between People, Animals, Natural Forces
 - Feit (1991), Waswanipi Cree Management of Land and Wildlife....
 - Brightman (1993), "Labouring thus to destroy our friends"....
 - Nadasdy (2007) The Gift in the Animal....
 - You should **finish** reading Nelson this week.

6. Hunting as Sociality: Band Organization, Kinship, Reciprocity
 - Perry (1989), *Matrilineal Descent in a Hunting Context*. . . .
 - Ridington (1988), *Knowledge, Power, and the Individual*....
7. Hunting as Medicine: Shamanic Traditions and a Healthy World
 - Grim (1983), extract from *The Shaman: Patterns of Religious Healing*....
 - Serov (1988) *Guardians and Spirit Masters of Siberia*.
 - Chassonnet (1988) *Needles and Animals: Women's Magic*

Reader - Volume II

8. Styles of Discourse: Music, Myth, Oral History, Stories, Games
 - Basso (1997), extracts from *Wisdom Sits in Places*
 - Cruikshank (1998), "My Roots Grow in Jackpine Roots"....
 - Tyone (1996), extract from *Old Time Stories of the Scottie Creek People*
 - Simeone (1995), *Rituals of the Upper Tanana River Potlatch*.
9. The Fur Trade Economy and Indigenous Subarctic Culture
 - Ray (1987), *The Fur Trade in North America*.
 - Brown (1999), *John K. Hajdukovich and the Tetlin Indians*.
 - Easton (2005), "History" extract from *An Ethnohistory of the Chisana River Basin*.
 - Cruikshank (1998), *Confronting Cultural Erasure*....
10. Foragers and the Nation State
 - Easton (2007) *King George Got Diarrhea*. . . .
 - Easton (2005), *The Alaska Highway and the Chisana River Dineh*, extract from *An Ethnohistory of the Chisana River Basin*.
 - Franks (1999), *Indian Policy: Canada and the United States Compared*.
 - Nadasdy (2003), Ch. 6 - "Just Like Whitemen": *Property and Land Claims*.
11. Contemporary Identity and First Nation's Ethnicity
 - Cruikshank (1997), *Negotiating with Narrative*. . . .
 - Easton (2001), *Intergenerational Differences in Ethnic Identification*. . . .
 - Nadasdy (2003) Ch 2 - *It's not really knowledge at all*. . . .
12. Modes of Production and Contemporary Political Economy
 - Peterson (1991), *Cash, Commoditisation, and Authenticity*....
 - Peterson (1999), *Hunter-Gatherers in First World Nation States*....
 - Nadasdy (2003), Ch 3 - *The Politics of TEK*. . . .
 - Easton (2008) *Competing Views on "the bush" in contemporary Yukon*.
13. The Future of Foragers (and Anthropology) in the Subarctic
 - Feit (1999), *Analyzing and Celebrating Survival in a Globalizing World*. . . .
 - Guedon (1994), *Dene Ways and the Ethnographer's Culture*.

- Easton (2007) Richard Lee's Contribution to the Understanding of the Real....