

Peoples and Cultures of the Circumpolar World I

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COURSE DESCRIPTION

This 3-credit course is the first part of a two-part multidisciplinary examination of the human environment and experience of the Circumpolar North. Though diverse peoples with diverse cultures inhabit this region, they share many characteristics.

The goal of this course is to examine the primary societies that lived in the circumpolar regions prior to contact with European colonial powers (the precontact period). The first modules will review the natural environment of the Circumpolar World, and the archaeological, historical, ethnographic, and oral historical records of the North, to understand circumpolar societies before contact and colonization. In the second half of this course, the modules will review the history of colonization and will document the origin and spread of colonialism in the North. The major historical trends will be reviewed to demonstrate how the North was integrated into nation-states and how northern territories became internal colonies under the domination of more populous southern cores of the nation-states that govern the circumpolar regions of the world.

The goal of the course is to better locate the development of the Circumpolar World in light of larger historical trends. The course will examine the history of contact and colonization of the North and will discuss the consequences of this colonization. Students should have a better understanding of the cultural diversity that existed in the circumpolar North, and should also appreciate the similarities that unite the distinct regions, including the fact that all peoples of this region had to face one form or another of colonization within their respective nation-states.

At the end of this course, students will have a more solid understanding of the social and cultural composition of the Circumpolar World and of the factors that shaped its present-day social and political composition and be prepared for further studies of Circumpolar Peoples and Cultures presented in NOST 329.

COURSE OUTCOMES

Upon successful completion of The Circumpolar World, students will have:

- ◆ Acquired a broad and basic understanding of the histories and experiences of

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 Changes may be made prior
 to the start of classes.

- the peoples of the circumpolar North, as well as the development of northern cultures;
- ◆ An understanding of the similarities and differences of northern peoples and cultures, their adaptations to change, and their roles as agents of change;
 - ◆ An appreciation of the cultural diversity of the circumpolar North;
 - ◆ An understanding of basic research methods and an appreciation of ethical issues confronting contemporary northern researchers;
 - ◆ An intermediate knowledge of circumpolar peoples and cultures to promote an integrated and multidisciplinary understanding in further studies of Land and Environment and Contemporary issues in the Northern Studies/Circumpolar Studies program;
 - ◆ Honed their critical-thinking and writing abilities; and
 - ◆ Refined the skills necessary to research, write, and critically evaluate academic papers.

COURSE TRANSFER

UARCTIC BCS 321 (3 credits/ 6 ECTS)

This course is accepted at all University of the Arctic member institutions. Transfer to non-member institutions will be sought at the earliest opportunity. For more information about transferability, please contact the Arts and Science Division.

COURSE PREREQUISITES

BCS 100/NOST 101. This is an advanced course; students will normally have successfully completed a minimum of 45 credits of university-level coursework, or permission of the instructor.

COURSE FORMAT

This course has been designed for web-based delivery. It consists of weekly modules, each comprised of a “lecture” or module text, required and suggested readings, and study questions. Students will discuss the module text in online fora. Alternatively, the course may be offered consisting of in-class lectures and discussions of readings.

COURSE INSTRUCTOR

This is a 3rd-year multidisciplinary social history course. Suitable instructors would include individuals with an MA or PhD in a related discipline and working/research experience in such fields as are covered by this course (see the syllabus).

ASSESSMENT

The model of student activities and assessment for the distance-delivered version is the following:

Module and reading questions: Each week, integrative questions will accompany the readings (modules and text). Students will select from these questions and write a thoughtful essay answer to three of these over the term. (3 x 10%)

Participation: **Participation in online discussions will be monitored (10%)**

Student presentation: Students will make a presentation on their research paper. A poster-version may also be considered. (10%)

Comparative research paper: Each student will research and write an analytical term paper on a topic related to the course. In keeping with course objectives, the paper will involve a comparison of peoples and cultures in various parts of the Circumpolar North. (20%)

Comprehensive final examination (30%)

TOTAL 100%

Evaluation will normally be done in English. However, students may request, with the approval and support of their site coordinators and with the approval of the instructor, to submit their papers in their own languages.

REQUIRED TEXTS

- ◆ BCS 321/NOST 328 course reader;
- ◆ Additional texts as assigned.
- ◆

RECOMMENDED TEXTS

- ◆ Minority Rights Group Staff, ed. 1994. *Polar Peoples: Self-determination and Development*. London: Minority Rights Publications.
- ◆ Freeman, Milton M.R. (ed.). 2000. *Endangered Peoples of the Arctic: Struggles to Survive and Thrive*. Westport, Connecticut and London: Greenwood Press.

COURSE SYLLABUS

(*NOTE: There are ten modules here that are intended for 14 weeks of instruction. This permits the instructor to choose specific modules for in-depth consideration and discussion.*)

A. Primary Societies

Module 1: Post–Ice Age Geography and the Initial Peopling of the Arctic and Subarctic

Module developed by Michel Bouchard, Assistant Professor, Department of Anthropology, University of Northern British Columbia; and Jeremei Gabyshev, Professor, Department of History, Sakha State University

This module has three parts. The first looks at the Ice Age of the Pleistocene epoch. This is a review of the changing landscapes of the final period of the last Ice Age and of the Holocene epoch and the geology behind global cooling and warming periods. The second focusses on archaeology and the past. This is an examination of the methods used to reconstruct past lifeways and societies. The third part discusses the peopling of the Americas and northern Eurasia.

While completing this module, students will develop an understanding of and upon its

completion should be able to explain or describe:

- ◆ The expansion limits of glaciers in the different prehistoric epochs and point out approximately when and where there are signs of peopling in the Arctic;
- ◆ Several features that may be found on the site of a retreating glacier;
- ◆ How to identify, in an unexcavated area, possible archaeological sites, and what artifacts would help to determine a particular people;
- ◆ Several methods of determining the date of an archaeological artifact;
- ◆ The names and characteristic similarities and differences of the peoples of the Circumpolar North; and
- ◆ The process, causes, and effects of early colonization.

Readings

- ◆ Milton M. R. Freeman. "Introduction: Challenges to Cultural Survival in the Arctic." In Freeman (2000), *Endangered Peoples of the Arctic*, xi-xix.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 2: Peoples of the Subarctic: Hunters, Gatherers, and Fishers

Module developed by Michel Bouchard, Assistant Professor, Department of Anthropology, University of Northern British Columbia; and Ludmilla Zhukova, Professor, Department of Northern Peoples and Cultures, Sakha State University

This module first reviews those physical and biological features that define the Subarctic: its forests and its landscape. We then examine the traditional economies of the Indigenous peoples of the Subarctic and examine the yearly cycle of life in this region of the Circumpolar North. Although there is a great deal of linguistic and cultural variation in this part of the world, there are nonetheless many similarities from Alaska to Newfoundland, like the technologies and subsistence strategies.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The area considered the Subarctic and the environmental features that determine its extent;
- ◆ The area considered the boreal forest or taiga and the environmental features that determine its extent;
- ◆ The ecozones and characteristic geographic and ecological features of various regions of the Subarctic;
- ◆ The species of plants and animals present in various parts of the Subarctic, their seasonal presence or migrations, and their effects on the seasonal activities of the peoples present; and
- ◆ The structure of the societies, the belief systems, the divisions of labour and other roles, and traditional rites of passage of various peoples of the Subarctic.

Readings

- ◆ David G. Anderson. "The Evenkis of Central Siberia." In Freeman (2000), *Endangered Peoples of the Arctic*, 59-74.
- ◆ Adrian Tanner. "The Innu of Labrador, Canada." In Freeman (2000), *Endangered Peoples of the Arctic*, 93- 112.
- ◆ Hugh Beach. "The Saami." In Freeman (2000), *Endangered Peoples of the Arctic*, 223-246.
- ◆ Patrick Moore. "The Kaska of Canada." In Freeman (2000), *Endangered Peoples of the Arctic*, 187-202.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 3: Coastal Dwellers: Peoples of the Sea

Module developed by Michel Bouchard, Assistant Professor, Department of Anthropology, University of Northern British Columbia

This module introduces students to the major ecozones of the Arctic and the coastal regions of the Circumpolar World. The module describes the environment, flora and fauna, and the principal geographic and geological features of the Arctic. Having reviewed the physical geography and natural environment, this module reviews the archaeology of the region to highlight unique human adaptations to the Arctic and the northern coasts of the Arctic Ocean. Finally, the module reviews the major Indigenous populations that peopled the Arctic prior to contact and presents their traditional cultures, subsistence methods, and religious beliefs.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The area considered the "Arctic," and the environmental features that determine its extent;
- ◆ Several misconceptions about the Arctic and examples to illustrate its true nature;
- ◆ The ecozones and characteristic geographic and ecological features of various representative parts of the Arctic;
- ◆ The common features and resources of the coastal regions; and
- ◆ The locations and history of human adaptation to living on the coastal region of the Arctic before the Little Ice Age.

Readings

- ◆ Helen D. Corbett and Susanne M. Swibold. "The Aleuts of the Pribilof Islands, Alaska." In Freeman (2000), *Endangered Peoples of the Arctic*, 1-16.
- ◆ Bruce Rigby, John MacDonald, and Leah Otak. "The Inuit of Nunavut, Canada." In Freeman (2000), *Endangered Peoples of the Arctic*, 93-112.
- ◆ Barbara Bodenham. "The Iñupiat of Alaska." In Freeman (2000), *Endangered Peoples of the Arctic*, 121-150.
- ◆ Students are expected to locate, read and discuss other relevant journal

articles and/or monographs.

Module 4: Peoples of the Reindeer

Module developed by Michel Bouchard, Assistant Professor, Department of Anthropology, University of Northern British Columbia; and Jeremei Gabyshev, Professor, Department of History, Sakha State University of Russia

The peoples of the reindeer live across the wide territory in the North from Norway in the west to the Bering Strait in the east. Some of the main reindeer herding populations are the Sami, the Izhma Komi, the Nenets, the Evenki, the Even, and the Chukchi. Though there are differences between the various reindeer herding strategies, there is an overall pattern that can only be understood within the context of colonization and change in the face of encroaching colonial powers. This module considers how primary societies that relied on foraging, fishing, and the hunting of wild reindeer gradually intensified their reindeer herding efforts after the expansion of colonial powers from the south. The module also explores how, later, reindeer herding was transformed into a modern, industrial enterprise by the interaction of the peoples of the North, which will be discussed in consideration of the Izhma Komi.

The module discusses those features that define the cultures and economies of the peoples of the reindeer. The texts explore possible causes of the intensification of reindeer herding that resulted in a transition from reindeer reliance to reindeer pastoralism in many regions of the Eurasian circumpolar world. Intense reindeer herding was likely a reaction to colonialism, as southern powers extended their power over the circumpolar peoples. Reindeer herding permitted greater mobility and, in turn, allowed certain Indigenous peoples to retreat from colonial powers.

This module compares the cultures—material and spiritual—of a number of reindeer-herding peoples to reveal the commonalities in reindeer herding in a vast territory stretching east from Norway to Alaska.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The various peoples of the reindeer and their traditional territories throughout the Circumpolar North;
- ◆ The varieties of reindeer, their distinguishing features, behaviours, life cycles, and predators;
- ◆ Nomadism and transhumance and describe the seasonal activities common to each;
- ◆ The history of reindeer herding and the written and archaeological evidence supporting it; and
- ◆ The historical and cultural similarities and differences among the reindeer herding peoples described in this module and the nature of their interdependence with reindeer.

Readings

- ◆ David G. Anderson. "The Evenkis of Central Siberia." In Freeman (2000), *Endangered Peoples of the Arctic*, 59-74.
- ◆ Hugh Beach. "The Saami." In Freeman (2000), *Endangered Peoples of the Arctic*, 223-246.
- ◆ Students are expected to locate, read and discuss other relevant journal

articles and/or monographs.

Module 5: Trade, Investigation, and Exploration

Module developed by Ken Coates, Dean of Arts and Science, University of Saskatchewan; and Bill Morrison, Professor, Department of History, University of Northern British Columbia

Many generations after Indigenous peoples established themselves firmly in the Circumpolar World, outsiders began to take an interest in the area. In a series of cautious, timid, and often, fearful steps, explorers, traders, government officials, and scientists moved into the region. These outsiders provided southern societies with their glimpses of the region, often in highly creative and inaccurate paintings and descriptions. These initial images proved to be extremely difficult to dislodge and they continue to both fascinate people in southern nations and to influence the outsiders' understanding of the possibilities and realities of the North.

The outsiders entered the North in a series of waves. The first, largely European in nature, was driven by opportunities for trade and resource development, resulting as well in the mapping and general description of these northern regions. The second wave emphasized the harvesting of the rich marine resources of the northern seas, sparking a burst of southern commercial interest in what many initial observers had viewed as barren and valueless land. The third wave—the one that continues to attract the most interest—involved more politically motivated explorations, combined with a scientific desire to understand better the geography of the Far North. This wave also contained an element of national rivalry, as the British and others searched for the Northwest Passage for many of the same reasons the Americans and Russians competed to be first to the moon in the 1960s. While there was considerable contact with Indigenous populations, the encounters were more sporadic and often less traumatic than subsequent interventions by outsiders in the region.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The primary motivations of secondary societies for exploring northern regions;
- ◆ The basic chronology of the exploration of the North by peoples and governments from the South;
- ◆ Some of the implications for the North of the processes of external discovery, description, and exploration;
- ◆ The manner in which the Indigenous peoples responded to the arrival of outsiders;
- ◆ The different waves, or processes, of southern trade, investigation, and exploration of the North;
- ◆ The geography of the North and the location of key events and resources;
- ◆ The importance of initial contact in shaping subsequent Indigenous-newcomer relations; and
- ◆ The images and experiences of the first representatives of secondary societies in the various northern regions and how they shaped, for southerners, the subsequent understanding of and approaches to the North.

Readings

- ◆ Students will locate and recommend at least two relevant journal articles and/or monographs to the class.

Module 6: Early Administration

Module developed by Greg Poelzer, Associate Professor, Department of Political Studies, University of Saskatchewan; and Heather Exner, MA, Political Science, Memorial University of Newfoundland

In the sixteenth century, human societies around the world began to undergo major transformations. One of these transformations was economic: the rise of capitalism; the other was political: the expansion of the state system. Both had enormous consequences for the lives and communities of Indigenous peoples across the Circumpolar North and around the world.

This module focuses on the early European colonization and administration of indigenous peoples and Aboriginal lands in North America, Scandinavia, Greenland, and Russia from the sixteenth century to the early twentieth century. The module will draw your attention to the nature and limitations of traditional states and will examine how the particular attributes of early state administrations allowed indigenous peoples to maintain a relatively high degree of internal political autonomy—notwithstanding cultural impacts—when Europeans expanded north in Scandinavia, west to Greenland and North America, and east to Siberia.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The nature of the expansion of European political power in North America, Russia, and Scandinavia/Greenland; and
- ◆ The important similarities and differences in the colonial administration among North America, Russia, and Scandinavia/Greenland.

Readings

- ◆ The course instructor will assign readings from Freeman (2000), *Endangered Peoples of the Arctic* or other relevant texts.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 7: Modern State-Building and Indigenous Peoples

Module developed by Greg Poelzer, Associate Professor, Department of Political Studies, University of Saskatchewan; and Heather Exner, MA, Political Science, Memorial University of Newfoundland

This module will provide an overview of the process of modern state-building in the Circumpolar North, focusing on government and administration, and discussing the consequences for Indigenous peoples today. First, the module outlines the dynamics of modern state-building, which originated in Europe and repeated itself globally. Second, the module makes an important distinction between traditional states and modern states. Third, the module traces the impact of state-building and the consequences of governance and administration for Indigenous peoples under traditional states. Finally, the module outlines the consequences of the different paths of modern state-building—federal, unitary, and modern colonial—for the governance

and administration of Indigenous peoples, focusing on Canada, Russia, Scandinavia, Greenland, and Alaska.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The characteristics, similarities and differences between traditional and modern states;
- ◆ The main features and elements of state-building;
- ◆ The common effects of state-building on Indigenous peoples in the Circumpolar North; and
- ◆ The similarities and differences of the consequences of government and administration among federal (Canada and Russia), unitary (Sweden, Finland, and Norway), and modern colonial settings (Greenland and Nunavut).

Readings

- ◆ Regnor Jernsletten. "The Land Sales Act of 1902 as a Means of Norwegianization." University of Tromso, Centre for Sami Studies. [Online] <http://www.uit.no/ssweb/dok/J/R/86actabo.htm>.
- ◆ Garth Materie. 2004. The Indian Act in Canadian History. Canadian Broadcasting Corporation. [Online] <http://sask.cbc.ca/archives/governance/>.
- ◆ Robert Petersen. *Settlements, Kinships and Hunting Grounds in Traditional Greenland* (especially chapter 8). [Online] <http://www.dpc.dk/polarpubs/MoG/MSTitles.html>.
- ◆ The course instructor may assign readings from Freeman (2000), *Endangered Peoples of the Arctic*.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 8: Consolidation and Organization

Module developed by David M. Brock, MA, Political Studies, University of Saskatchewan

This module provides an overview of national, industrial, government, and military expansion into the North circumpolar world. The effects of large-scale industrial development; military/strategic studies; and the formalization of government administration in the North are all themes in this module. In the interest of generating wealth, southern companies created permanent northern settlements to explore for non-renewable resources. Meanwhile, the Second World War and the Cold War converted the Arctic into a primary, strategic military location. With a focus toward economic development and sovereignty, governments instituted health and education programs that were directed particularly at circumpolar indigenous peoples in the North. As a result, industry, military bases, and government social programs contributed dramatically to changing the circumpolar way of life.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The emergence of a permanent state-centred presence in each of the three major North circumpolar regions: Russia, Europe, and North America;

- ◆ Various non-renewable resources extracted from the North, and locate the circumpolar regions where these resources are found; and
- ◆ The significance of the North Circumpolar World in a strategic, military sense.

Readings

- ◆ Marjorie Mandelstam Balzar. 1999. *The Tenacity of Ethnicity: A Siberian Saga in Global Perspective*. Princeton, NJ: Princeton University Press.
- ◆ Alexander Pika, Jens Dahl, and Inge Larsden. *Anxious North: Indigenous Peoples in Soviet and Post-Soviet Russia*, no. 82. Copenhagen: IWGIA.
- ◆ Terence Armstrong, George Rogers, and Graham Rowley. 1978. The Circumpolar North: A Political and Economic Geography of the Arctic and Sub-Arctic London: Methuen.
- ◆ Willy Ostreng. 1978. *Politics in High Latitudes: The Svalbard Archipelago*. Translated by R. I. Christophersen. Montreal: McGill-Queen's.
- ◆ Oran R. Young. 1992. Arctic Politics: Conflict and Cooperation in the Circumpolar North. London: University Press of New England.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 9: Secondary Societies: Centralization, Collectivization, and Relocation

Module developed by Yvon Csonka, Department of Cultural and Social History, Ilisimatusarfik, The University of Greenland; and L. I. Vinokourova, Senior Researcher of the Institute for the Problems of Indigenous Peoples of the North at the Siberian Branch of Russian Academy of Science

This module introduces a dramatic chapter of the recent history of northern indigenous peoples, when government agencies, motivated by economic reasons or ideology, or both, initiated measures that interfered with the settlement patterns and economic activities of the North. In all parts of the Arctic, and especially during the period 1930–1970, paternalistic governments—whose agents believed that the people affected would not have understood that these measures were for the ultimate good of the people—imposed changes that concentrated populations into settlements. Nomadic people were centralized and relocated; sometimes these relocations were imposed. “Unprofitable” settlements were closed; communities, in which newcomers controlled many of the functions, were built; and the first stages of urbanization were seen. In the former USSR, collectivization forced people into wage employment. The social and cultural consequences of these interventions were far-reaching. While collectivization is being reversed in Russia and relocations have become less frequent, the concentrating of Arctic populations remains an ongoing process.

This module examines the ways in which governments and other social agencies reorganized northern peoples for their ideological or organizational convenience. The module begins by recalling some characteristics of Aboriginal, pre-contact settlement patterns. It describes the first interventions by fur traders and their effects on Indigenous settlement patterns and economic activities. It then describes motivations for centralization—by which government agents induced (semi-)nomadic people to settle—and discusses cases of imposed relocations and the different reasons for which indigenous people were moved. This module presents collectivization in its Soviet Russian context and reviews contemporary developments

in northern Canada and in other northern regions. It discusses the effects of these changes on Indigenous people, their reactions to them, and the legacy of the period.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The ways in which governments and other social agencies reorganized northern peoples for their ideological or organizational convenience;
- ◆ The purposes, goals and consequences of centralization, collectivization or relocation on specific northern peoples; and
- ◆ The processes and practices of centralization, collectivization, and relocation, using examples from northern experiences.

Readings

- ◆ M. N. Borisov. 1998. *Demographic Problems of the Small-Numbered Peoples of the Sakha Republic* (Yakutia) (in Russian). Results of a sociological investigation. Rybinsk: RGATA Publishing House.
- ◆ D. Damas. 1993. Shifting Relations in the Administration of the Inuit: The Hudson's Bay Company and the Canadian Government. *Etudes Inuit Studies* 17 (2): 5–28.
- ◆ D. Damas. 2002. Arctic Migrants, Arctic Villagers: The Transformation of Inuit Settlement in the Central Arctic. Montreal and Kingston: McGill-Queen's University Press.
- ◆ Marie-Louise Deth Petersen. 1986. The Impact of Public Planning on Ethnic Culture: Aspects of Danish Resettlement Policies in Greenland after World War II. *Arctic Anthropology* 23 (1–2): 271–280.
- ◆ I. Krupnik. 1993. *Arctic Adaptations: Native Whalers and Reindeer Herders of Northern Eurasia*. Hanover, NH: University Press of New England (original in Russian, 1989, Moscow: Nauka).
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 10: Industrialization in the Circumpolar North

Module developed by Aileen A. Espiritu, Assistant Professor, History Programme, The University of Northern British Columbia

Economic development in the circumpolar North is characterized by resource development and post–Second World War industrialization. While each country and region has experienced complex histories, one can find commonalities in the way resource and industrial development has unfolded in the circumpolar North. Borrowing from Robert M. Bone (2003), we can observe that for all of the Arctic regions we will examine there are three underlying characteristics of economic development.

They are (1) a dependence on primary and tertiary activities; (2) small secondary and quaternary economic development; and (3) decisions about social and/or economic affairs made from outside the region of development by both government and entrepreneurs. Within the contexts of this observation, we will delve into the history of industrialization in four major areas of the circumpolar North:

Alaska, Canada, the Nordic countries—primarily Norway—and Russia.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The main characteristics, differences and similarities in the histories of industrialization in the Circumpolar North;
- ◆ Some of the elements common to industrial development in the Circumpolar North; and
- ◆ The suite of social, cultural, physical and psychological effects of industrialization on Indigenous and non-Indigenous populations and the environment.

Readings

- ◆ Selections from Noel Dyck. ed. 1985. *Indigenous Peoples and the Nation-State: Fourth World Politics in Canada, Australia, and Norway*. St. John's, NF: Institute of Social and Economic Research.
- ◆ A. Pika and B. Prokhorov. 1989. Soviet Union: The Big Problems of Small Ethnic Groups. *IWGIA Newsletter* (no. 57, May): 123–135.
- ◆ P. Vitebsky. 1990. Gas, Environmentalism and Native Anxieties in the Soviet Arctic: The Case of Yamal Peninsula. *Polar Record* 156: 19–26.
- ◆ James Forsyth. 1992. *A History of the Peoples of Siberia*. Cambridge: Cambridge University Press.
- ◆ Norman A. Chance and Elena N. Andreeva. 1995. Sustainability, Equity and Natural Resource Development in Northwest Siberia and Arctic Alaska. *Human Ecology* 23 (no. 2): 217–240.
- ◆ Students are expected to locate, read and discuss other relevant journal articles and/or monographs.

Module 11: Conclusion and Review

Module developed by Greg Poelzer, Associate Professor, Department of Political Studies, University of Saskatchewan; and Heather Exner, MA, Political Science, Memorial University of Newfoundland

The module summarizes this first half of the University of the Arctic's introduction to the People and Cultures of the Circumpolar World. The circumpolar world is home to many rich cultures and diverse peoples. Before the arrival of European traders and settlers, these peoples survived and flourished. There have been many great changes during the past five hundred years, during which other peoples colonized the lands of the North and attempted to assimilate the Indigenous peoples of the North.

This course has outlined the culture and history of the primary societies who lived in the circumpolar North before contact with Europeans or Russians. It then described the creation of secondary societies in the North, in which southern agents and powers begin to dominate in northern affairs and processes. The course finally considers the lasting effects of colonization and influence of the South on the lives of Indigenous peoples.

Why is this important today? Understanding the peoples and cultures of the circumpolar North, as well as their histories, is essential to understanding contemporary issues in the North and expressions of self-determination today.

While completing this module, students will develop an understanding of and upon its completion should be able to explain or describe:

- ◆ The overall goals of the course;
- ◆ The general content of the course; and
- ◆ The learning that has been accomplished in the course.

Readings

- ◆ There are no readings for this module.