



Peoples and Cultures of the Circumpolar World II

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COURSE DESCRIPTION

This is the second of a two-part, University of the Arctic, multidisciplinary examination of the human environment and experience of the Circumpolar North. This course aims to promote an integrated and multidisciplinary understanding of the circumpolar peoples and their adaptations and contributions to social, economic, political, and environmental changes. This includes an introduction to Aboriginal cultures, a discussion of the Western presence in the Circumpolar regions, and an examination of contemporary northern peoples. Consideration is given to culture/ethnicity, gender issues, media and journalism, national and regional identity, and international connections and co-operation.

BANNER COURSE DESCRIPTION

This course builds on NOST 328, and aims to promote an integrated and multidisciplinary understanding of the circumpolar peoples, and their adaptations and contributions to social, economic, political, and environmental changes. Culture/ethnicity, gender issues, media and journalism, national and regional identity, and international connections and co-operation are considered.

COURSE OUTCOMES

Upon successful completion of Peoples and Cultures of the Circumpolar World II, students will have:

- ◆ Acquired a broad and basic understanding of the histories and experiences of the peoples of the Circumpolar North, and the development of northern cultures;
- ◆ Developed an understanding of the similarities and differences of northern peoples and cultures, their adaptations to change, and their roles as agents of change;
- ◆ Gained an appreciation of the cultural diversity of the Circumpolar North;

- ◆ Developed an understanding of basic research methods and an appreciation of ethical issues confronting contemporary northern researchers;
- ◆ Honed their critical-thinking and writing abilities;
- ◆ Refined the skills necessary to research, write, and critically evaluate academic papers; and
- ◆ Gained an intermediate knowledge of Circumpolar peoples and cultures on which to base an integrated and multidisciplinary understanding in further studies of Land and Environment and Contemporary Issues in the University of the Arctic/Yukon College Circumpolar Studies program.

COURSE TRANSFER

UARCTIC BCS 322 (3 credits/ 6 ECTS)

UNBC NORS 322 (3credits/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. (Students who need a 10 ECTS course should consult the University of the Arctic representative at their home institutions.)

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 322/NOST 329 course reader if available;
- ◆ Additional texts as assigned or recommended.

[NOTE: Copyright difficulties have prevented the UArctic from providing a package of readings to BCS 312 students. Logistical problems have shown UArctic that a common textbook is impractical, since the national customs and postal systems to many parts of the Circumpolar North are not sufficiently reliable.]

COURSE SYLLABUS

Peoples and Cultures II: An Introduction

This short introduction provides an overview of the course and a general overview of concepts introduced in BCS 321: Peoples and Cultures I. It introduces the term “tertiary societies” as those that arise when a region obtains greater autonomy within a nation state, characterized by the creation of formal institutions and government bodies that signal local control and self-determination.

Module 1: Self-Determination as a Contemporary Characteristic

Module developed by Tamara Andreyeva, Institute for the Problems of the Small- Numbered Peoples of the North, Siberian Branch, Russian Academy of Sciences; Greg Poelzer, Associate Professor of Political Studies, University of Saskatchewan; and Heather Exner, MA, Memorial University of Newfoundland

Expressions of regionalism and nationalism have been important forces shaping social and political change for more than a century. These phenomena have not been unknown in the circumpolar North. In fact, the circumpolar North has given birth to innovative political arrangements to accommodate the aspirations for self-governance of indigenous peoples. It has also given birth to models of devolution to public regional governments seeking greater control over the affairs of their citizens. The circumpolar North has tried to build a circumpolar regional identity that involves and cuts across all of its eight countries. Examples of these are discussed.

This module further helps to familiarize students with important concepts and terms such as regionalism, nationalism, and self-determination, and sets the stage for the evaluation of expressions of self-determination addressed in sections two, three, and four of this course.

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

- ◆ What is meant by self-government and self-determination.
- ◆ The different forms of political self-determination in the circumpolar North and outline the similarities and differences between them; and
- ◆ The ways in which a circumpolar regional identity is emerging.

Selected Readings

- ◆ Arctic Council. [Home page, online] <http://www.arctic-council.org/index.html>.
- ◆ ———. 1991. Arctic Environmental Protection Strategy (AEPS). Rovaniemi. [Online] http://www.arctic-council.org/files/pdf/artic_environment.PDF.
- ◆ ———. 1996. Declaration on the Establishment of the Arctic Council. [Online] <http://www.arctic-council.org/establ.asp>.
- ◆ Arctic Council Indigenous Peoples' Secretariat. August 2002. Shaping Change, Adapting to Change: Indigenous Peoples and the Arctic Council. [Online] <http://www.arcticpeoples.org/Newsletter/Documents/brochure.pdf>.
- ◆ Arctic Indigenous Leaders Summit. 1991. Declaration and two statements, signed at Hørsholm, Denmark, by the Inuit Circumpolar Conference (ICC), the Nordic Saami Council, and the USSR Association of Northern Small peoples, as reproduced at the website for the Indigenous Circumpolar Youth Conference, 1994, [online] http://www.dkik.gl/komp/Artic_leader_summit.html.
- ◆ Nikolaev, M. E. 1999. *The Arctic: XXI Century*. Moscow: Arina Publishing House.
- ◆ Nikolaev, M. E. 1994. *The Arctic: Pain and Hope of Russia*. Moscow: XXI Publishing House.
- ◆ Vakhtin, Nikolai B. 1998. *Indigenous Peoples of the Extreme North of the Russian Federation*. St. Petersburg.

A. Expressions of Self-Determination in North America

Module 2: North America: Identity and Language

Module developed by Kristina Fagan, Assistant Professor, Department of English, University of Saskatchewan

With the development of northern autonomy comes an increased expression of that autonomy. This is seen in the efforts to revive and preserve Indigenous languages and in other expressions of indigenous identity. This module compares and contrasts efforts to maintain circumpolar indigenous languages in Arctic and Subarctic North America. In addition, the module examines evidence for the development of a northern identity among non-indigenous residents.

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

- ◆ What identity is and why it is an important issue for Indigenous people;

- ◆ The three levels of culture and define them;
- ◆ The importance of language to culture and identity;
- ◆ Why Aboriginal languages are threatened;
- ◆ The five major levels at which Aboriginal languages can be revitalized; and
- ◆ The debates around standard orthographies for Aboriginal languages.

Selected Readings

- ◆ Fishman, Joshua A. "Stages of Reversing Language Shift" in *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages* (Clevedon, UK: Multilingual Matters, 1991), page 395.
- ◆ Indian and Northern Affairs. 1996. Report of the Royal Commission on Aboriginal Peoples. Volume 3: Gathering Strength, Chapter 6: Arts and Heritage, 2. Language. Ottawa: Government of Canada. [Online] http://www.ainc-inac.gc.ca/ch/rcap/sq/sim6_e.html.
- ◆ Brody, Hugh. 1987. Language. In *Living Arctic: Hunters of the Canadian North*. Vancouver: Douglas and McIntyre.
- ◆ ———. 2000. Inuktitut. In *The Other Side of Eden: Hunters, Gatherers, and the Shaping of the World*. Vancouver: Douglas and McIntyre.

Module 3: North America: Media, Arts, and Literature

Module developed by Dr. Heather Harris, First Nations Studies, University of Northern British Columbia

Media, arts, and literature are also avenues for the expression of identity. Formerly defined by "outsiders," citizens of circumpolar countries begin to define—and redefine—themselves through various literary and art forms. Exclusively northern visual and print-based media also develop, both for the market and for critical social commentary. With a focus on North America, this module examines the emergence of various forms of media, arts, and literature as expressions of northern culture and identity. Consideration will be given to indigenous as well as non-indigenous expressions.

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

- ◆ Northern identities and what influences them;
- ◆ Southern perceptions of the North;
- ◆ Some media theories;
- ◆ The ways in which mass media influence and affect northerners;
- ◆ The mass media in which northern identities are expressed;
- ◆ Some of the creative media in which northern identities are expressed; and
- ◆ The changing perceptions in the art world of indigenous art.

Selected Readings

- ◆ Blondin, George. 1990. *When the World Was New: Stories of the Sahtu Dene*.

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Changes may be made prior
to the start of classes.

Yellowknife: Outcrop.

- ◆ Churchill, Ward. 1994. Renegades, Terrorists and Revolutionaries. In *Indians Are Us?: Culture and Genocide in Native North America*, 173–186. Toronto: Between the Lines.
- ◆ Crandall, Amanda. 1999. Prehistoric Inuit Art. In *Inuit Art: A History*. Edited by Richard C. Crandall. Jefferson, NC: McFarland & Company, Inc., Publishers.
- ◆ Fienup-Riordan, Ann. 1990. *Eskimo Essays*. London: Rutgers University Press.
- ◆ Garnham, Nicholas. 1990. *Capitalism and Communication: Global Culture and the Economics of Information*. London: Sage.

Module 4: North America: Education, Recreation, and Family

Module developed by Terry Wotherspoon, Professor, Department of Sociology, University of Saskatchewan

With the development of tertiary societies, northern institutions develop to transmit and reflect circumpolar culture. With a focus on North America, this module focuses on the “northernization” of the institutions of education, sport/recreation, and the family, and the ways in which these institutions reflect and transmit northern values, beliefs, and priorities. Case studies will be used as illustration.

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

- ◆ The core features of families, education, and recreation as social institutions;
- ◆ How families and recreational activity are an important part of private life;
- ◆ How education is an important part of public life;
- ◆ Some of the main ways public and private life spheres influence one another;
- ◆ The main ways changes in families, recreation, and education influence one another;
- ◆ The effects of major social and economic changes on family life, recreation, and education in North America’s North; and
- ◆ Several areas of progress and stalling in improving conditions for education and families in the North American North.

Selected Readings

- ◆ Castellano, Marlene Brant (2002), *Aboriginal Family Trends: Extended Families, Nuclear Families, Families of the Heart* (Ottawa: Vanier Institute of the Family). [Online] <http://www.vifamily.ca/library/cft/aboriginal.html>.
- ◆ Watt-Cloutier, Sheila (2000), “Honouring Our Past, Creating Our Future: Education in Northern and Remote Communities,” in *Aboriginal Education: Fulfilling the Promise*, edited by Marlene Brant Castellano, Lynne Davis, and Louise Lahache (Vancouver: UBC Press), 114–128.
- ◆ Yamamura, Brian, Saimanaaq Netser, and Nunia Qanatsiaq (2003), “Community Elders, Traditional Knowledge and a Mathematics Curriculum Framework,” *Education Canada* 43 (1): 44–46.

B. Expressions of Self-Determination in Northwest Russia, Siberia, and Northern Asia

Module 5: Identity and Language

Module developed by Tamara Andreyeva, Institute for the Problems of the Small-Numbered Peoples of the North, Siberian Department of the Russian Academy of Sciences; and Nina Vasilieva, Institute of Humanities, Academy of Sciences of the Sakha Republic, Yakutia

With the development of northern autonomy comes an increased expression of that autonomy. This is seen in the efforts to revive and preserve indigenous languages and in other expressions of indigenous identity. This module shows the similarities and differences between efforts to maintain circumpolar indigenous languages in northwest Russia, Siberia, and Northern Asia.

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

- ◆ The traditional languages of the circumpolar peoples;
- ◆ The contemporary languages used by the northern indigenous peoples of Russia; and
- ◆ The major trends that have occurred in the linguistic development of the languages of the northern indigenous peoples of Russia.

Selected Readings

- ◆ Hensel, Chase (1996), *Telling Our Selves: Ethnicity and Discourse in Southwestern Alaska* (Oxford: Oxford University Press).
- ◆ Hensel, Chase (1997), *Languages of the World: Mongol languages, Tungus-Manchurian Languages, Japanese, and Korean* (Moscow).
- ◆ Taylor, Allan R. (1992), "Introduction," in Language Obsolescence, Shift, and Death in Several Native American Communities. Special issue, *International Journal of Socio-Linguistics* 93.
- ◆ Vakhtin, N. B. (2001), *Languages of the Peoples of the North in the Twentieth Century* (St. Petersburg).

Module 6: Media, Arts, and Literature

Module developed by Tamara Andreyeva, Institute of Problems of Northern Indigenous Peoples, Siberian Department-Russian Academy of Sciences; and Zinaida Ivanova-Unarova, Sakha State University

Media, arts, and literature are also avenues for the expression of identity. Formerly defined by "outsiders," citizens of circumpolar countries begin to define—and redefine—themselves through various literary and art forms. Exclusively northern visual and print-based media also develop, both for the market and for critical social commentary. With a focus on northwest Russia, Siberia, and Northern Asia, this module examines the emergence of various forms of media, arts, and literature as expressions of northern culture and identity. Consideration will be given to indigenous as well as non-indigenous expressions.

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

- ◆ The historical representation of indigenous peoples in the Russian North;
- ◆ The contemporary media used by the peoples inhabiting the northern territory of the Russian Federation;
- ◆ How language became a mass medium for the peoples of the North;
- ◆ The role played by the mass media in the development of a national identity amongst northerners;
- ◆ The origin of a national press in the Soviet Union and its development in northern Russia;
- ◆ How the peoples of the North have been represented in the mass media;
- ◆ The creation of a northern literature;
- ◆ The major themes that have dominated northern literature so far;
- ◆ The beginnings of the practice of decorative art in the North; and
- ◆ Some common features in the material and spiritual culture of the northerners.

Selected Readings

- ◆ I. F. Belenkin (1968), *The Development of the Mass Media in Northern National Districts* (Moscow).
- ◆ National Report. *Indigenous Small-Numbered Peoples on the Threshold of the Twentieth Century: The Problems, Priorities, and Prospects of Development*.
- ◆ Yu. V. Popokov (2000), *The Process of Internationalism in Traditional and Contemporary Societies* (Novosibirsk).
- ◆ O. D. Yakimov (1994), *From Origin to Revival: The Press of the Pein the Twenty-first Century* (Yakutsk).
- ◆ O. D. Yakimov (2000), "The Press in the National Regions of Siberia and the Far East" (Novosibirsk).

Module 7: Education, Recreation, and Family

Module developed by Sardana Boyakova and Liya Vinokurova, Arctic Center at the Institute of Humanities, Sakha Academy of Science, Institute for the Problems of Indigenous Peoples, Siberian Branch of the Russian Academy of Sciences

With the development of tertiary societies, northern institutions develop to transmit and reflect circumpolar culture. With a focus on northwest Russia, Siberia, and Northern Asia, this module focuses on the "northernization" of the institutions of education, sport/recreation, and the family, and the ways in which these institutions reflect and transmit northern values, beliefs, and priorities. Case studies will be used as illustration.

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

- ◆ The different educational systems of the indigenous peoples of Siberia and northern Asia;
- ◆ The different ways in which ethical, spiritual, and cultural values are shared

and retransmitted by indigenous peoples of northern Russia; and

- ◆ How schools, families, and organized leisure activities promote indigenous culture in northern Russia.

Selected Readings

- ◆ D. J. Andersen (1998), *Tundra People: Environment and Identity of Evenks and Dolgans of Taimyr* (Novosibirsk: Russian Academy of Sciences Siberian Branch Publishing House).
- ◆ Alexia Blokh, "Ideal Proletarians and Children of Nature: Re-imagining Evenki Schooling in a Post-Soviet Era."

C. Expressions of Self-Determination in Greenland, the North Atlantic, and Northern Scandinavia

Module 8: Identity and Language

Hans-Jørgen Wallin Weihe, Bodø University College and Lillehammer College, Norway

With the development of northern autonomy comes an increased expression of that autonomy. This is seen in the efforts to revive and preserve indigenous languages, and in other expressions of indigenous identity. This module compares and contrasts efforts to maintain circumpolar indigenous languages in Greenland, the North Atlantic, and Northern Scandinavia.

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

- ◆ The importance and current problems of identity and language among indigenous populations in the Arctic;
- ◆ The difference between an anthropocentric view of nature and a non-anthropocentric view of nature;
- ◆ The importance to a person's identity of using an indigenous name and using a national name; and
- ◆ Some of the current problems facing Arctic populations with respect to their languages and identities.

Selected Readings

- ◆ Paolo Freire (1978 or later edition), *Pedagogy of the Oppressed* (London: Penguin Books).
- ◆ David Corson (1995), "Norway's Sami Language Act: Emancipatory Implications for the World's Aboriginal Peoples," in *Language in Society* 24 (4): 493–514.

Module 9: Media, Arts, and Literature

Module developed by Vuokko Hirvonen, Saami University College, Kautokeino/Guovdageainu, Norway

Media, arts, and literature are also avenues for the expression of identity. Formerly defined by "outsiders," citizens of circumpolar countries begin to define—and

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redefine—themselves through various literary and art forms. Exclusively northern visual and print-based media also develop, both for the market and for critical social commentary. With a focus on Greenland, the North Atlantic and Northern Scandinavia, this module examines the emergence of various forms of media, arts, and literature as expressions of northern culture and identity. Consideration will be given to indigenous as well as non-indigenous expressions.

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

- ◆ The Sami media, arts, and literature in Sápmi;
- ◆ The similarities and differences between the three main fields—media, arts, and literature—and how these have been a means for the Sami people of defining and redefining themselves;
- ◆ The value of self-esteem and the mother tongue; and
- ◆ The main factors that are crucial for improving the Sami people’s possibilities of developing their culture and identity as an indigenous people, and as an independent partner of the nation states, by means of media, arts, and literature.

Selected Readings

- ◆ Aikio, Samuli, Ulla Aikio-Puoskari, and Johannes Helander. 1994. *The Sami Culture in Finland*. Trans. Ellen Valle and Merja Virtaranta. Helsinki: Lapin Sivistysseura r.y.—Society for the Promotion of Sami Culture.
- ◆ Gaski, Harald, ed. 1996. *In the Shadow of the Midnight Sun: Contemporary Sami Prose and Poetry*. Karasjok: Davvi Girji o.s.
- ◆ Gaski, Harald. 1997. Introduction: Sámi Culture in a New Era. In *Sámi Culture in a New Era: The Norwegian Sámi Experience*, 9–28. Edited by Harald Gaski. Karasjok: Davvi Girji OS.
- ◆ Hall, Stuart. 1997. *Kulttuurin ja politiikan murroksia*. Edited by Juha Koivisto, Mikko Lehtonen, Timo Uusitupa, and Lawrence Grossberg. Tampere: Vastapaino, 1992. (In English: Hall, Stuart, ed.. *Representation: Cultural Representations and Signifying Practices*. London: Thousand Oaks.)

Module 10: Education, Recreation, and Family

Module developed by Hans-Jørgen Wallin Weihe, Bodø University College and Lillehammer College, Norway

With the development of tertiary societies, northern institutions develop to transmit and reflect circumpolar culture. With a focus on Greenland, the North Atlantic and Northern Scandinavia, this module focuses on the “northernization” of the institutions of education, sport/recreation, and the family, and the ways in which these institutions reflect and transmit northern values, beliefs, and priorities. Case studies will be used as illustration.

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

- ◆ The importance of education, recreation, and the family among populations in Greenland and the Nordic countries;

- ◆ The current challenges of education, recreation, and the family facing residents in Greenland and the Nordic countries; and
- ◆ Some of the particular challenges facing indigenous groups in Greenland and the Nordic countries.

Selected Readings

- ◆ Cecilie Javo et al. (2004), Child-rearing in an Indigenous Sami Population in Norway: A Cross-Cultural Comparison of Parental Attitudes and Expectations, *Scandinavian Journal of Psychology* 45 (1): 67–78.
- ◆ Yngve Troye Nordkvelle (1999), Internationalising the School: Critical Perspectives on the “Globalisation” of the Nordic School (Lillehammer: Lillehammer University College). Working paper 82/1999. [Online] <http://www.hil.no/biblioteket/forskning/Arb82/82-02.htm>.
- ◆ Tester, Frank James, and Paule McNicoll (2004), Isumagijaksaq—Mindful of the State: Social Cohesions of Inuit Suicide, *Social Science & Medicine* 58: 2625–2636.

D. Conclusion

Module 11: Research in the North: Emerging Issues and Practices

Yvon Csonka, Department of Cultural and Social History, Ilisimatusarfik/The University of Greenland, Nuuk, Greenland

Research also becomes a reflection of circumpolar autonomy. Frustration with being seen as a “ready-made laboratory” for southern research leads to an emphasis with conducting research in ways that directly and indirectly benefit northern residents. This is accompanied by the development of northern scholarly capacity, and the development of research ethics specifically for the North (e.g., ACUNS, Ethical Principles for the Conduct of Research in the North). There is also an increased emphasis on respect for and inclusion of indigenous traditional knowledge.

This module outlines the various issues leading to the development of northern research capacity and to the emerging research practices (e.g., communitybased research, oral histories, participatory action research). Using a number of case studies and examples to illustrate, consideration will be given to similarities and differences across the circumpolar North.

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 contemporary debate over indigenous intellectual property rights'
- ◆ The history of the debate over northern research practice in Canada and more recently in the United States;
- ◆ The state of northern research practice in other Arctic states;
- ◆ The measures being taken to respond to demands for increased indigenous involvement in, and control of, research that affects them;
- ◆ Innovative research approaches that are currently being used in the circumpolar North; and

- ◆ Possible reasons for the different degrees of concern over research in the Arctic Eight.

Selected Readings

- ◆ ACUNS (2003), *Ethical Principles for the Conduct of Research in the North* (revised edition; reprint from 1998 [first edition 1982]. [Online] <http://www.cyberus.ca/~acuns/ethics.html>.
- ◆ IASSA (1998), Guiding Principles for the Conduct of Research, IASSA Newsletter, Fall, page 4; [also online] <http://www.uaf.edu/anthro/iassa/>.
- ◆ Korsmo, Fae L., and Amanda Graham (2002), Research in the North American North: Action and Reaction, *Arctic* 55 (4): 319–328.
- ◆ Alaska Native Science Commission (ANSC). n.d. Sample Code of Research Ethics. [Online] <http://www.nativescience.org/index.html>.

Conclusion: A Circumpolar Culture? Past, Present, and Future

This module summarizes the course and reviews the development of primary, secondary, and tertiary societies. Students are asked to consider the future of the circumpolar North.