# ARCTIC CULTURE AND SOCIETY SCAN 3631/IAFS 3631

## Spring 2019: MWF 12:00pm-12:50pm KTCHM 1B71

## Instructor: Mathias Nordvig

## Email: mathias.nordvig@colorado.edu

## Office: McKenna 6

## Phone: 303-735-0245

## Office hours: Wednesdays at 2:00pm.

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## **Course description**

## ‘The Arctic’ has been imagined by Southerners as remote and desolate, as a blank space upon which to project dreams and fears. Focus on the Arctic is increasing in the wake of climate change, accelerated resource extraction, and intensifying geopolitical tension. Through the burgeoning field of Critical Arctic Studies, humanistic inquiry is contributing new ways to understanding the region’s past, present, and future by providing a rich set of interpretive approaches that counter dominant epistemological models of the Arctic influenced by policy generation and natural sciences. This interdisciplinary course investigates the Arctic from indigenous, colonialist, and post-colonialist perspectives, dealing with the various cultures that have been and are part of the circumpolar peoples. We explore the indigenous cultures in Russia, Scandinavia, Greenland, Canada, and Alaska, and delve into the ways in which the European and North American colonial powers have sought to gain foothold in the Arctic. Interpretative approaches include postcolonialism; literary studies; indigenous studies; gender studies; and Cold War studies.

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## **Course requirements**

## As an upper level introductory course, this course demands a considerable reading commitment from you. We will discuss readings at the time given in the syllabus, and I expect you to come to class prepared for discussion and group work. In addition to class attendance, participation, and quizzes, you will take two midterms, and a final. The two midterms consist of true/false, multiple choice, and short answer questions. The final is a combination of true/false, multiple choice, and essay. In addition, you will complete one presentation in class in collaboration with a previously assigned group of fellow students. There will also be assigned quizzes for the class readings. Please note that I do not accept late assignments. **If you need an extension on an assignment, you must clear that with me before the due date.**

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## Participation policy, presentations and tests

## Participation in this course requires regular attendance in class, and a commitment to engage in classroom discussions about the readings. In order to receive 100% in participation, you must demonstrate regular attendance with no more than 2 unexcused absences, and in-class verbal contributions to discussions. Passive attendance will only merit 60% of your total participation grade, the remaining 40% up to the full 100% is based on your active contribution to class discussions on a regular basis. Excused absences include, but are not limited to, religious and cultural holidays (including atheist), and situations of personal or family emergency. Please discuss each individual case with me. In all cases, proper documentation is required. I deduct 5% of the total grade for every unexcused absence beyond the allowed 2.

### Presentations

## You will complete your presentations in previously defined teams of maximum 4 members. Each group will prepare a presentation on the assigned reading, demonstrating that they have read, understood, and are capable of contextualizing their assigned reading in the broader field of this course. Team participants will meet in advance, prepare reflections on the material, and deliver a minimum 15-minute presentation. After the presentation, the rest of the class time will be devoted to discussion. The other students in the class are compelled to formulate and ask questions to the team giving their presentation.

## The goal of the presentations is partly to provide review, partly to facilitate class discussion. Together, the group will compile the bibliographic material and any notes they have in one joint slideshow; this bibliographic material will also be shared on a class Canvas folder. The topics that work best are those that identify unresolved questions. The presentation must end with 1-2 thought provoking question(s) for the class. The slideshow must be submitted to the instructor a day in advance of the presentation at no later than 11:59PM. The team needs to coordinate with one another in order to avoid overlap and to demonstrate a clear disposition and cohesion in the presentation. **I DO NOT allow make up assignments for students who have failed to complete the presentation due to poor planning or insufficient collaboration.**

## Each student is evaluated on their personal performance during the presentation. You will be evaluated on the following criteria: 1) individual speaking portion; 2) understanding of specific topic; 3) ability to contextualize topic; 4) analytical abilities; 5) overall knowledge; 6) pedagogical means for presenting topic (PowerPoint, Prezi, other means, etc.); 7) Preparedness; 8) Efficient use of presentation time; 9) Organization of presentation; 10) Response to comments and questions.

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### Midterms 1 and 2

## The two midterms will assess your level of engagement in the course. You will be asked to answer a number of questions in true/false, and multiple-choice form to demonstrate that you are reading carefully and following the progression of the course. The short answers in the midterms are designed to test your analytical abilities, and your understanding of the problems these questions address.

### The Final

## The final will be a test online on Canvas to be taken during the time that the final is scheduled: Sunday May 5th at 7:00-10:00pm. It will include true/false and multiple-choice questions, and an essay portion. The essay portion will ask you to answer a question that relates to the class discussions on individual readings, subjects, or peoples of the Arctic. You should plan to use the majority of the time for the final to answer this essay question, as it will comprise 70% of the total grade of the final.

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## **Grading**

Participation: 15%

Quizzes: 10%

Group Presentation: 15%

Midterm I: 15%

Midterm II: 15%

Final: 30%

### Grading scheme

A+ 100-98

A 97-94

A- 93-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F Below 60

## **Accommodation for Disabilities**

## If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

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## **Religious Holidays**

## Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. This class is not exception to that policy.

## **Classroom Behavior**

## The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

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## **Honor Code**

## All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.

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## **Readings:**

## Schedule: Readings will be discussed at the given time in the reading schedule below. All readings are available on Canvas. The schedule is tentative and may be subject to change. If there are changes to the schedule, you will be notified both in class and online on Canvas at a reasonable time in advance.

## **WEEK 1**

Monday, January 14: Introduction

Wednesday, January 16: Indigenous peoples of the Arctic: the Aleut

### Friday, January 18: Indigenous peoples of the Arctic: the Iñupiat

**WEEK 2**

Monday, January 21: MLK DAY, NO CLASS

Wednesday, January 23: Indigenous peoples of the Arctic: the Yupiit

Friday, January 25: Indigenous peoples of the Arctic: Inuit in Nunavut

**WEEK 3**

Monday, January 28: Indigenous peoples of the Arctic: Kalaallit Nunaat

Wednesday, January 30: Indigenous peoples of the Arctic: Isertormeeq in East Greenland

Friday, February 1: Indigenous peoples of the Arctic: the meaning of ice in Inuit communities

**WEEK 4**

Monday, February 4: Indigenous peoples of the Arctic: the Sámi

Wednesday, February 6: Indigenous peoples of the Arctic: the Evenki

Friday, February 8: Indigenous peoples of the Arctic: the Chukchi and Siberian Yupiit

**WEEK 5**

Monday, February 11: Southerners and the Arctic

Wednesday, February 13: Southerners and the Arctic

Friday, February 15: Recap for midterm

**WEEK 6**

Monday, February 18: Nunavut

Wednesday, February 20: Nunavut

Friday, February 22: Nunavut

**WEEK 7**

Monday, February 25: Nunavut

### Wednesday, February 27: Nunavut

Friday, March 1: Nunavut

**WEEK 8**

Monday, March 4: Kalaallit Nunaat

Wednesday, March 6: Kalaallit Nunaat

### Friday, March 8: No class

**WEEK 9**

Monday, March 11: Kalaallit Nunaat

Wednesday, March 13: Kalaallit Nunaat

Friday, March 15: Kalaallit Nunaat

**WEEK 10**

Monday, March 18: Siberia

Wednesday, March 20: Siberia

Friday, March 22: Siberia

**WEEK 11**

Monday, March 25: SPRING BREAK

Wednesday, March 27: SPRING BREAK

Friday, March 29: SPRING BREAK

**WEEK 12**

Monday, April 1: The Sámi

Wednesday, April 3: The Sámi

Friday, April 5: The Sámi

**WEEK 13**

Monday, April 8: The Sámi

Wednesday, April 10: The Sámi

Friday, April 12: The Sámi

## **WEEK 14**

### Monday, April 15: Exploration and exploitation

### Wednesday, April 17: Exploration and exploitation

### Friday, April 19: Exploration and exploitation

### **WEEK 15**

### Monday, April 22: Exploration and exploitation

### Wednesday, April 24: Exploration and exploitation

### Friday, April 26: Exploration and exploitation

**WEEK 16**

Monday, April 29: Geopolitics

Wednesday, May 1: Geopolitics

Friday, May 3: Reading day – no class

**Final:** Sunday, May 5 at 7:30-10:00PM