

## University of Lapland

### **YTK - Arctic Studies Programme - 2022-2023 (25 ECTS compulsory courses and three optional courses)**

**Coordinator** Dr. Anna Stammler-  
Gossmann  
anna.stammler-gossmann@ulapland.fi

**Registration:** Regarding registration issue  
please contact: Internationalisation Services  
incoming@ulapland.fi

### **Programme Overview**

Arctic Studies Programme (ASP) introduces the complexity of the Arctic as a ‘lived-in’ and experienced space and place. It offers a unique opportunity to deepen the knowledge of the Arctic while studying at the university located at the Arctic Circle and being taught by experts in Arctic studies.

The students will learn about specific natural features of the region, livelihoods, governance, international laws and regulations as applied in the Arctic context and ways the Arctic is changing. The participants will gain insight into the variety of cultural codes relevant to people who live here and their economic activities, into changes in the Arctic ecosystems, resource governance, and human rights and security.

Teachers of the ASP are researchers of the Arctic Centre and are experts in different fields of research. The Arctic scholars provide an advanced understanding of the Arctic region, sharing the knowledge from their relevant professional fields and the latest findings from the research projects. While focusing on the specific regional characteristics, the course also gives an opportunity to view the Arctic in the context of local processes, national perspectives and global values.

After completion of the programme the student will be able to:

- describe the environmental, political, cultural, social, juridical and economic features of the Arctic
- apply and use the knowledge of the Arctic provided by natural, social and political sciences, economics and law
- locate the Arctic and Arctic issues in the context of broader discussions on environmental, socio-economic, political, cultural and legal questions
- demonstrate improved knowledge in different approaches and multidisciplinary character in Arctic research

- judge the viability of information given, e.g. in media, and write an academic paper.

Please note: The Arctic Studies Programme does not award a degree. Successful completion of the module can be counted as a minor toward a degree.

## Students and Studies

The ASP is an offer for Finnish and foreign degree students, exchange students, and special groups. The courses are taught in English. ASP studies in the autumn semester are basic level studies and take place during the autumn semester (periods 1–2), from the beginning of September to mid-December.

The programme consists of five main courses (ASPB 1101–1105) and three optional courses (ASPB 1106 - 1, 2, 3). The students can participate in individual courses or the whole 25 ECTS module. ASP offers three optional (5 ECTS and 1 ECTS) courses in the semester of 2022. Students are required to register for all individual courses in advance by using the WebOodi system. Please note that the ASP is offered only once a year in the autumn-winter semester, and the themes might be changed next year.

Code	Name	Credits
<b>YTKASP2021</b>	<b>YTK - Arctic Studies Programme - 2022-2023</b>	<b>25</b>
ASPB1100-1001	Arctic Studies Programme	25
<i>ASPB1101</i>	<i>Introduction to the Arctic</i>	5
<i>ASPB1102</i>	<i>Arctic Ecosystems and Adaptation of Species to Arctic Environment</i>	5

ASPB1103	Arctic Governance and Law	5
ASPB1104	People and Culture of the Arctic	5
ASPB1105	Human Rights and Security in the Arctic	5
<b>Optional courses</b>		<b>5</b>
ASPB1106	Arctic Studies Programme, Optional Courses	1-5
ASPB1106(1)	Indigenous (Sámi) spirituality and religious beliefs (optional course)	5
ASPB1106(2)	Food security and sovereignty in the Arctic	1
ASPB1106(3)	Arctic: Home for people and animals	1

## **ASPB1100-1001 Arctic Studies Programme: 25 op**

### **ASPB1101 Introduction to the Arctic: 5 op**

#### ***Aim***

The introductory course aims to establish a common ground for further Arctic studies. After completion of the course, the student will be able to:

- discuss the main features of Arctic nature and society
- distinguish different approaches and multidisciplinary character of the Arctic research
- discuss some geophysical phenomena, which occur only in northern areas or do have particular consequences there
- judge the viability of information given, e.g. in media regarding the Arctic areas.
- discuss living in a cold environment and the uses of cold

#### ***Content***

The course contains the following themes:

- Introduction to the circumpolar Arctic and its complexities in the fields of natural sciences, law and politics, people, cultures and identities, as well as society and economy.
- Definition of the Arctic from different ecological viewpoints
- Definition of the Arctic/North as space and place from a representational viewpoint – concepts, images, discourses.
- Living in a cold environment and uses of cold
- Introduction to the nature and natural resources of Arctic and Boreal Regions.
- Threats to the Arctic environment

- Land use questions in Sámpiland
- Introduction to the Arctic governance
- Introduction to the Arctic and Antarctic information sources
- One day excursion in Rovaniemi area and visit of the exhibition at the Arktikum-house.

### **Methods**

Active participation in the lectures, reading requested course material, successful completion of a written exam.

**Lectures and exercises** (14 h), excursion (8 h), independent work (110h).

### **Requirements**

Active participation in the lectures, reading requested course material, successful completion of a written exam.

### **Literature (compulsory)**

CAFF (2013): Arctic biodiversity assessment: Status and trends in arctic biodiversity 2013  
<https://www.caff.is/assessment-series/233-arctic-biodiversity-assessment-2013>

Read the following chapters: Introduction; indigenous peoples and biodiversity; and chapters: 1, 2, 3, 4, 6, 18 and 19.

Larsen, S.N. & Fondahl, G. (Eds.) (2014). Arctic Human Development Report: Regional Processes and Global Linkages. Nordic Council of Ministers, TemaNord 2014: 567.  
[FULLTEXT03.pdf \(diva-portal.org\)](#). Chapters to read: Summary of major findings; 1.Introduction; 2. Arctic Populations and Migration; 3.Cultures and Identities; 7. Resource Governance; 10. Globalization; 11. Community Viability and Adaptability; and 12. Major Findings and Emerging Trends in Arctic Human Development

### **Literature (suggested, non-compulsory)**

Armstrong, T., Rogers, G., Rowley, G. 1978. *The circumpolar North. A political and economic geography of the Arctic and sub-Arctic*. London: Methuen&Co.

Hamelin, L. E. 1979. *Canadian Nordicity: It's your North, too*. Montreal: Harvest House.

Crawford, R. M.M. 2012: *Tundra-Taiga Biology: Human, plant, and animal survival in the Arctic*. Oxford University Press.

Thomas, D.N. et al. 2008. *The Biology of Polar regions*. Oxford Scholarship online.

Larsen, J. N. et al. (Eds.). 2015. Arctic Social Indicators ASI II: Implementation. Nordic Council of Ministers, TemaNord 2014: 568.

[FULLTEXT02.pdf \(diva-portal.org\)](#)

### **Evaluation**

Grades 1–5/fail

### ***Timing***

Autumn / 1st period

### ***Principle tutor***

University Researcher Jukka Jokimäki, PhD, Arctic Centre

### ***Lecturers***

University Researcher Jukka Jokimäki, PhD; University Researcher Anna Stammler-Gossmann, PhD; Researcher Marja-Liisa Kaisanlahti-Jokimäki; Researcher, PhD Nuccio Mazzullo; Research Prof. Stefan Kirchner, Vuontisjärvi Kati, library specialist

### ***Requirements***

This course is compulsory for students of the Arctic Studies Programme and optional for other students (according to the availability of places).

## **ASPB1102 Arctic Ecosystems and Adaptation of Species to Arctic Environment: 5 op**

### ***Aim***

The course aims to give an overview of the main characteristics of the Arctic ecosystems and their global relevance. After completion of the course, the student will be able to:

- identify the main features and functions of circumpolar tundra, boreal forest and marine ecosystems
- recognize interactions and relationships between the Arctic ecosystems and other parts of the globe
- examine the evolution and adaptation mechanisms of plants and animals in the Arctic environment
- describe changing properties of snow in the Arctic due to changing climate

### ***Content***

The course contains the following themes:

- The evolution and distribution of tundra and boreal forest ecosystems, emphasizing vegetation, plant-animal interactions and natural and anthropogenic disturbance patterns and processes.
- Processes and global interactions that affect marine productivity and biodiversity, interactions between marine and terrestrial ecosystems and threats to Arctic marine life.
- Morphological, physiological and behavioural adaptations of plants and/or animals to the

northern environment with basic information on evolution, natural selection and challenges of climate change.

- Characteristics and evolution of seasonal snow cover

### **Prerequisites**

Course ASPB1101 Introduction to the Arctic (5 ECTS) has to be passed before attending this course.

### **Methods**

Lectures (30 h), independent work (100 h).

### **Requirements**

Active participation in the lectures, successful completion of a written essay or an exam.

### **Literature (suggested)**

ACIA 2005. *Arctic Climate Impact Assessment. Scientific report*. <http://www.acia.uaf.edu/pages/scientific.html>. Chapters 7 & 14; *Arctic Marine Biodiversity Monitoring Plan*, pp. 108–125. Available at [www.caff.is](http://www.caff.is) Barboza, P. S., Parker, K. L. & Hume, I.D. 2010. *Integrative Wildlife Nutrition*. Springer Verlag, 342 pp.; Bardgett, R. 2005. *The Biology of Soil. A community and ecosystem approach*. Oxford: University Press, Chapter 5. Above-ground trophic interactions and soil biological communities: 119–139; Bigras F. J., Colombo S. J. 2001. *Conifer Cold Hardiness*. Dordrecht Boston London: Kluwer Academic Publishers. 596 pp.; Blix, A. S. 2005. *Arctic Animals and Their Adaptations to Life on the Edge*. Tapir Academic Press; Blix, A. S. 2016. *Adaptations to polar life in mammals and birds*. J. Exp. Biol. 219:1093–1105. doi: 10.1242/jeb.120477; CAFF (*Conservation of Arctic Flora and Fauna*) 2001: Arctic Flora and Fauna: Status and Conservation. Edita. 272 pp.; CAFF *Assessment Series No. 10. Conservation of Arctic Flora and Fauna*, Iceland. Available at: <http://www.caff.is/sea-ice-associated-biodiversity/sea-ice-publications> Cockburn, A. 1991. *An Introduction to Evolutionary Ecology*. Oxford: Blackwell; Crawford R. M. M. 1989. *Studies in Plant Survival*. Oxford: Blackwell Scientific Publications. 296p.; Crawford R. M. M. 2008. *Plants at the Margin. Ecological Limits and Climate Change*. Cambridge: University Press.; Crawford, R. M. M. 2014. *Tundra-taiga biology. Human, Plant and Animal Survival in the Arctic*. Oxford: University Press, 270 pp. Davenport, J. 1992. *Animal life at low temperature*. London: Chapman & Hall. Eamer, J., et al. 2013. *Life linked to Ice. A guide to sea-ice associated biodiversity in this time of rapid change; Glossary of terms for thermal physiology*, 2001. Third edition. The Japanese Journal of Physiology. 51: 2. Available at

<http://www.or.org/pdf/ThermalPhysiologyGlossary.pdf>; IPCC 2014. *Polar Regions. Observed changes, Terrestrial ecosystems*, Chapter 28. Arctic 28.2.3.1 (pp. 1577–1581), Projected Impacts, Terrestrial ecosystems, Arctic 28.3.3.1 (pp. 1589–1590); Marchand P.J. 1991. *Life in the Cold. An Introduction to Winter Ecology*. Hanover and London: University Press of New England. 239 pp.; Pond, C. 1998. *Fats of life*. Cambridge: University Press. 337 pp.; Sakai A., Larcher W. 1987. *Frost Survival of Plants. Responses and Adaptation to freezing stress*. Ecological Studies 62. Springer-Verlag. 321 pp.; Skelton, P. (ed.) 1992. *Evolution: a biological and palaeontological approach* (Book 1). The Open University.

### **Evaluation**

Grades 1–5/fail

### **Timing**

Autumn / 1st period

### **Principle tutor**

University Researcher Sari Stark, PhD, Arctic Centre

### **Lecturers**

University Researcher Osmo Rätti, PhD; University Researcher Päivi Soppela, PhD; University Researcher Minna Turunen, PhD; University Researcher Sari Stark, PhD; Senior Researcher Mari Kuoppamaa, PhD; Leena Leppänen, Senior Researcher, PhD; Sirpa Rasmus, University Researcher, PhD.

### **Requirements**

This course is compulsory for the students of the Arctic Studies Programme and optional for other students.

## **ASPB1103 Arctic Governance and Law. 5 op**

### **Aim:**

The aim of the course is to introduce Arctic governance and international environmental law with specific reference to the Arctic, in its historical perspective, development and law-making process.

After completion of the course, students are able to:

- apply the knowledge learnt in the course to other regions and circumstances, and to past, current and future events and developments.
- address issues related to the international climate law, creation of a legal regime to address climate change and its impact.
- discuss about impacts of climate change on the Arctic and the application of international climate change law within the Arctic.
- identify the multiple layers of Arctic governance and politics; capabilities and limitations of different institutions and forums involved into Arctic cooperation.

### ***Content***

- Significance of Environmental Law in the Arctic
- International regulations and cases applicable to the Arctic
- Evolution of United Nations Climate Regime (including UN Framework Convention on Climate Change, Kyoto Protocol and Paris Agreement) and the obligations of Arctic states towards them.
- The history of the international law of the sea and the contemporary legal regime governing maritime areas in the Arctic (the 1982 United Nations Convention on the Law of the Sea (LOSC); maritime boundary delimitation, navigational rights and freedoms, protection and preservation of marine environment and IMO Conventions.
- The multilevel governance of the extraction of Arctic living and non-living resources
- The institutions of Arctic cooperation and their modes of functioning.
- Arctic Council cooperation – a new course in uncertain time

### ***Suggested literature***

Bodansky, D., Brunnee, J. & Rajamani, L (2017). *International Climate Change Law*. Oxford: OUP. Chapters 2, 5 and 7.

Durfee, M. and R. L. Johnstone (2019). *Arctic Governance in a Changing World*. Rowman and Littlefield. Chapters 3 (Arctic Players) and 5 (Arctic Economies and Resources).

Gavrilov, Viatcheslav V. (2015). Legal Status of the Northern Sea Route and Legislation of the Russian Federation: A Note. *Ocean Development and International Law* 46 (3): 256–263.

Loukacheva, N. Ed. 2010. *Polar Law Textbook*. TemaNord. Available at: <http://norden.diva-portal.org/smash/get/diva2:701555/FULLTEXT01.pdf>

Loukacheva, N. Ed. 2013. *Polar Law Textbook II*. TemaNord. Available at: <http://norden.diva-portal.org/smash/get/diva2:701016/FULLTEXT01.pdf>



Maguire, R. 2013. Foundations of International Climate Law. In Hollo, E J, Mehling, M, & Kulovesi, K. (Eds.) *Climate Change and the Law*. Springer.

Poelzer G., and G. N. Wilson. 2014. Governance in the Arctic: Political Systems and Geopolitics. In: Larsen, J.N; Fondahl, G. (Eds.), *Arctic Human Development Report: Regional Process and Global Linkages*. TemaNord 2014:567, Nordic Council of Ministers, pp. 183-220 URL: <http://norden.diva-portal.org/smash/get/diva2:788965/fulltext03.pdf> ;

Roach, J. A. 2009. International Law and the Arctic: A Guide to Understanding the Issues. *Southwestern Journal of International Law* 15 (2): 301-326;

Sands, P. et al. 2018. *Principles of International Environmental Law*. Cambridge University Press.

Steinberg, P. E. 2014 Steering between Scylla and Charybdis: The Northwest Passage as Territorial Sea. *Ocean Development and International Law* 45 (1): 84-106.

Tanaka, Y. 2019. *International Law of the Sea*. Cambridge University Press

### ***Methods***

Lectures and possible group work (24 hours, contact teaching), independent work

### ***Requirements***

Active participation in the lectures, successful completion of a written exam for the whole course

### ***Evaluation***

Grades 1–5/fail

### ***Timing***

Autumn / 1st period

### ***Principal tutor***

Punam Noor, PhD candidate, Arctic Centre

### ***Lecturers***

PhD candidate Noor Punam; Prof. Stefan Kirchner, Marco Volpe, PhD candidate

## **ASPB1104 – People and Cultures of the Arctic 5 op**

### ***Aim***

This course aims to give students comprehensive knowledge and understanding of the lives

and cultures of the people living in the Arctic regions from a multidisciplinary perspective. After completion of the course, the students will be able to:

- distinguish the varieties of cultural approaches existing among the Arctic inhabitants
- compare their different ways of interacting with their environment and the ways of expressing it
- analyse the dynamics of how local communities as a whole and their constitutive social and ethnic groups interact among themselves and engage in politics of recognition at the national/international levels
- name the basic research methods and specifics of conducting research in small Northern communities
- describe existing theoretical approaches in understanding the concepts of ‘tradition’, ‘indigeneity’, ‘traditional ecological knowledge’ and ‘adaptation’
- discuss the different traditions of northern cultural history.

### ***Content***

The focus of the course is to outline the history, culture and social life of people in the Arctic by bringing in approaches developed in social anthropology, sociology, art, history and education. The study module also deals with how people of the Arctic are adapting to contemporary issues such as globalisation, industrial development and environmental changes. The course covers a broad range of aspects of northern societies and cultures in the Arctic region, including:

- Discourses of construction of indigeneity.
- Discursive understanding of the concept of “tradition” and issues of traditional ecological knowledge.
- Relations between development projects and community’s social viability (forestry, oil and gas, tourism) and resource governing.
- Local adaptations to environmental climate changes and urbanization.
- Various ethnographic accounts of local communities’ cultural and ethnic identities.

### ***Methods***

Lectures (22 h), seminars (3 h), documentaries or visual material (included in the lectures), independent work (100 h).

### ***Requirements***

Attendance and active participation in the lectures and in the seminar. Reading the course literature and writing four (4) short reviews (500 words each) of the articles from the reading

list or as agreed with the lecturers. This course is compulsory for the students of the Arctic Studies Programme and optional for other students

***Literature (suggested)***

Anderson, David G. (2004). Nationality and ‘Aboriginal Rights’ in Post-Soviet Siberia. In Takashi Irimoto and Takado Yamada (eds), *Circumpolar Ethnicity and Identity*. *Senri Ethnological Studies* 66: 247–267.

Donahoe, Brian, Joachim Otto Habeck, Agnieszka Halemba, and István Sántha. 2008. Size and Place in the Construction of Indigeneity in the Russian Federation. *Current Anthropology* 49 (6): 993–1020.

Dudeck, Stephan (2012). From the reindeer path to the highway and back: understanding the movements of Khanty reindeer herders in Western Siberia. *Journal of ethnology and folkloristics* 6 (1): 89-105;

Helander-Renvall, Elina (2010). Globalization and Traditional Livelihoods. In L. Heininen & C. Southcott (eds). *Globalization and the Circumpolar North*. Fairbanks: University of Alaska Press: 179–219.

Joy, Francis (2014). What influence do the old Sámi noaidi drums from Lapland play in the construction of new Shaman drums by Sámi persons today? In Kõiva, Mare & Kuperjanov, Andres (eds.). *The Estonian Journal of Folklore* 56: 117–158. <http://www.folklore.ee/folklore/vol56/joy.pdf>

Joy, Francis (2011). The History of Lapland and the case of the Sami Noaidi drum figures reversed. In: Kõiva, Mare & Kuperjanov, Andres (eds.). *The Estonian Journal of Folklore* 47:113–144. <http://www.folklore.ee/folklore/vol47>

Mazzullo Nuccio (2005). Environmental Conservation and Local Interests in Finnish Lapland. In: *Conservation and Society* 3(2): 388-406.

Mazzullo, Nuccio (2010). More than meat on the hoof? Social significance of reindeer among Finnish Saami in a rationalized pastoralist economy. In: Florian Stammler and Hiroki Takakura (eds). *Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa*, Northeast Asian Study Series 11, Center for Northeast Asia Studies (CNEAS), Tohoku University, Sendai, Japan: 101–119.

Mazzullo, Nuccio and Ingold, Tim (2008). Being Along: Place, Time and Movement among Sámi People. In: Jørgen Ole Bærenholdt and Brynhild Granås (eds). *Mobility and Place: Enacting European Peripheries*, Aldershot: Ashgate Publishing Ltd

Stammler-Gossmann, Anna (2009). Who Is Indigenous? Construction of 'Indigenoussness' in Russian Legislation. *International Community Law Review* 11 (1): 69–102.

Stammler, Florian (2010). Animal diversity and its social significance among Arctic pastoralists. In: Florian Stammler and Hiroki Takakura (eds). *Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa*, Northeast Asian Study Series 11, Center for Northeast Asia Studies (CNEAS), Tohoku University, Sendai, Japan.

Stammler, Florian & Gertrude Eilmsteiner Saxinger (2009). Introduction: The Northern Industrial City as a Place of Life and of Research. In: Stammler & Eilmsteiner-Saxinger (eds). *Biography, Shift-labour and Socialisation in a Northern Industrial City*. Tyumen State University; Arctic Centre: 9–16, online volume.

Stammler, Florian (2005). *Reindeer nomads meet the market: culture, property and globalisation at the end of the land*. Muenster: Litverlag.

### ***Evaluation***

Grades 1–5/fail

### ***Timing***

Autumn / 2nd period

### ***Principle tutor***

Senior Researcher Nuccio Mazzullo, PhD, Arctic Centre

### ***Lecturers***

Senior Researcher Nuccio Mazzullo, PhD; Research Professor Florian Stammler, PhD; Senior Researcher, Stephan Dudeck, PhD (remote lecturing); Researcher Francis Joy, PhD; Researcher Panu Itkonen, PhD; Researcher Ayonghe Nebasifu, PhD. .

## **ASPBI1105 Human Rights and Security in the Arctic 5 op**

***Aim***

The course aims to provide Arctic-related knowledge of international human rights and different dimensions of human security. After completion of the course, students will be able:

- to describe the key characteristics of human rights obligations, international law and governance in the Arctic context
- to identify global and local threats to human security
- to understand the relationship between food security and climate change
- to analyze the expression of food sovereignty in different spatial contexts and what food sovereignty entails in the Arctic context
- to describe the basics of international cultural heritage law and analyze the concept in the context of rights to the heritage of Arctic communities in Russia

***Content***

The content of the course will comprise:

- Introduction to Human Rights and Human Security in the Arctic
- Food Resilience and Sovereignty in the Arctic
- Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities

***Prerequisites***

No prerequisites; participation in the course “Arctic Ecosystems and Adaptation of Species to Arctic Environment” will be an advantage.

***Methods***

Lectures (24 hours), group work, independent work.

***Requirements***

Active participation in the lectures and completing a written assignment. Attendance: 80 %. This course is compulsory for the students of the Arctic Studies Programme and optional for others.

***Literature (suggested)***

*Human Rights and Security in the Arctic:*

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Durfee & Johnstone (2019). *Arctic governance in a changing world*. Rowman & Littlefield.

*Food resilience and Sovereignty in the Arctic*

Hossain, K., Raheem, D. and Cormier, S. 2018. *Food security Governance in the Arctic-Barents region*. Springer Nature.

<http://www.springer.com/us/book/9783319757551#aboutBook>

Cormier, S and Raheem, D. 2018. Food security in the Barents region. Book chapter published by Routledge. <https://www.routledge.com/Society-Environment-and-Human-Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841> (e-book).

The 2016 State of Food and Agriculture: Climate change, agriculture and food security <http://www.fao.org/3/a-i6030e.pdf>

Hossain, K., Hermann, T. and Raheem, D. 2018. Food (in)Security across the Circumpolar Arctic. Book Chapter 38. In *Handbook on Arctic Security*. Routledge.

Raheem, D. 2018. Food and nutrition as a measure of resilience in the Barents region. *Urban Science* 2, 72. <https://doi.org/10.3390/urbansci2030072> Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L.M., Evengård B. 2015. Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In: Evengård B., Nyman Larsen J., Paasche Ø. (eds) *The New Arctic*. Springer, Cham.

*Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities*

Blake, J. (2015). Cultural Heritage and Human Rights. In: J. Blake “*International Cultural Heritage Law*”. Oxford University Press: 271-311

Waterton, E. and L. Smith (2009). There is no such thing as heritage. In: Waterton, E. and L. Smith (eds) “*Taking Archaeology out of heritage*”. Cambridge Scholars Press.

**Evaluation:**

Grades 1-5/fail

**Timing:**

Autumn / 1st period

**Methods**

Lectures (24 hours), group work, independent work.

**Principle tutor**

Researcher Bamidele Raheem, PhD, Arctic Centre

### ***Lecturers***

Research Professor Stefan Kirchner, PhD; Senior Researcher Bamidele Raheem, PhD; PhD Candidate Karolina Sikora.

## **ASPB 1106 Optional Courses**

The optional courses provide an opportunity to extend and deepen the knowledge of different aspects of Arctic studies according to individual interests.

## **ASPB 1107 Indigenous (Sámi) spirituality and religious beliefs 5 op**

### ***Aim***

The focus for the course is to provide participants with a broad and comprehensive understanding and series of insights into Sámi religion and spiritual traditions, both past and present. Moreover, the critical function religions and spirituality plays within Sámi society. After completion of the course, the student is able to understand, comprehend and discuss:

- how Sámi religion, sacrifice and drum use is characterized through the relationship with the landscape and natural world;
- in what ways the continuity of practices related to sacrifice is still evident in some areas in Finnish Lapland
- the roles and functions art plays as a mediator and bridge in Sámi culture, and between the human world and nature in general
- how the drum and its painted landscapes are a representation of Sámi identity
- why traditions matter and the importance of cultural heritage in Sámi society and impacts of cultural appropriation in relation to tourism

### ***Content***

The content of the course will cover the following subjects:

- The historical background: Important sources discussing drum use, sacrifice and Sámi pre-Christian religion
- The sacred Sámi drum as an instrument of divination, trance and ecstasy from the missionary sources

- Why Sámi drums their use and symbolism were seen as such a threat by the authorities
- Sámi religion and drum use going underground
- The outlawing of sacrificial practices – how and why
- The re-emergence of drums in contemporary Sámi society
- The types of evidence available for the practices of sacrifice and Sámi religion in contemporary culture
- Sámi cultural heritage and tourism in Finland

### ***Prerequisites***

There are no previous studies required. However, attendance and active participation in seminars and lectures is necessary and reading the required materials below in order to become familiar with Sámi culture, history and religion.

### ***Methods***

Lectures (18 h) including documentaries, group work: field-work (6 h), fieldwork diary, individual work

### ***Requirements***

Active participation in the lectures, reading requested course materials, group work and a successful completion of a written essay.

### ***Course lecturer***

Francis Joy, Researcher, PhD, Arctic Centre

### ***Evaluation:***

Grades 1-5/fail

### ***Literature recommended***

Lehtola, Veli-Pekka. (2003). From Heritage to Modern Art – Spiritual Heritage – the Starting Point of Today's Art. In: Pennanen, Jukka & Näkkäläjärvi, Klemetti (eds.); *SIIDDASTALLAN: From Lapp Communities to Modern Sámi Life*. Gummerus Kirjapaino Oy, Jyväskylä, 162-164.

Porsanger, Jelena. (2003). A Close Relationship to Nature – the Basis of Religion. In: Pennanen, Jukka & Näkkäläjärvi, Klemetti (eds.); *SIIDDASTALLAN: From Lapp Communities to Modern Sámi Life*. Gummerus Kirjapaino Oy, Jyväskylä: 151-155.

Joy, Francis. (2020). Sámi Cultural Heritage and Tourism in Finland. In: Tennberg, Monica., Lempinen, Hanna. & Pirnes, Susanna. (eds.). *Resources, Social and Cultural Sustainable in the Arctic*. Oxon: Routledge. (Routledge Research in Polar Regions): 144-162.



Joy, Francis. (2018). *Sámi Shamanism, Cosmology and Art as Systems of Embedded Knowledge*. Doctoral Dissertation. Acta Universitatis Lapponiensis 367. The University of Lapland. URL: <http://lauda.ulapland.fi/handle/10024/63178>

Joy, Francis. (2017). Noaidi Drums from Sápmi, Rock Paintings in Finland and Sámi Cultural Heritage: an Investigation. First View Article / Polar Record: A Journal of Arctic and Antarctic Research: 1-20. <http://dx.doi.org/10.1017/S0032247416000917>

Nunez, Milton. (1995). Reflections of Finnish Rock Art and Ethnohistorical Data. In: *Fennoscandia Archaeologica XXI*: 123-135. URL: [http://www.sarks.fi/fa/PDF/FA12\\_123.pdf](http://www.sarks.fi/fa/PDF/FA12_123.pdf)

Äikäs, Tiina; Salmi, Anna-Kaisa (2013). The Sieidi is a Better Altar / the Noaidi Drum's a Purer Church Bell: Long Term Changes and Syncretism at Sámi Offering Sites. *World Archaeology* 45 (1): 64-82.

Äikas, Tiina (2019). Religion of the past or living heritage? Dissemination of Knowledge on Sámi Religion in Museums in Northern Finland. *The Journal Nordic Museology* 27(3). [https://www.academia.edu/41852109/Religion\\_of\\_the\\_past\\_or\\_living\\_heritage\\_Dissemination\\_of\\_knowledge\\_on\\_S%C3%A1mi\\_religion\\_in\\_museums\\_in\\_Northern\\_Finland](https://www.academia.edu/41852109/Religion_of_the_past_or_living_heritage_Dissemination_of_knowledge_on_S%C3%A1mi_religion_in_museums_in_Northern_Finland)

Pulkkinen, Risto. Kulonen, Ulla-Maija, Seurujärvi-Kari, Irja (eds.). 2005. *The Saami. A Cultural Encyclopedia*. Helsinki: Finnish Literature Society-SKS. Vammalan kirjapaino Oy.

## **ASPB 1108 Food security and sovereignty in the Arctic 1 op**

### ***Aim***

The course aims to provide knowledge on the relationship between climate change, agriculture and food security and on what food sovereignty entails in the Arctic context. Students will be able to gain a better understanding on

- why does the food system need a change
- Arctic food industry and innovations in the Arctic food system
- the common language between policymakers, academics, and grassroots activists towards resilience, food security and sovereignty.

### ***Content***

The content of the course will cover the following issues:

- Food system, its complexity and transformation

- Resilience and coping mechanisms to ensure food security for individuals and households in the Arctic
- How can food sovereignty be used as a trans-regional framing device in the debate of eco-cultural issues and other dialogues?
- The role of local movements in driving the future food system
- Digital tools along the value chain, prevention of food loss and waste and circular bio-economy

### ***Prerequisites***

No previous studies required. However, participation in the *Arctic Ecosystems and Adaptation of Species to Arctic Environment* course will be an advantage.

### ***Methods***

Lectures and exercises (6h), group work, independent work.

### ***Requirements***

Active participation in the lectures, reading requested course materials, group work and a successful completion of a learning diary.

### ***Language of instruction***

English; some written materials in Finnish may also be provided.

### ***Evaluation***

Grades 1-5/fail

### ***Literature***

Hossain, K., Raheem, D. and Cormier, S. 2018. *Food security Governance in the Arctic-Barents region*. Springer Nature.

<http://www.springer.com/us/book/9783319757551#aboutBook>

Cormier, S and Raheem, D. 2018. Food security in the Barents region. Book chapter published by Routledge. <https://www.routledge.com/Society-Environment-and-Human-Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841> (e-book).

The State of Food and Agriculture: Climate change, agriculture and food security 2016

<http://www.fao.org/3/a-i6030e.pdf>

Hossain, K., Hermann, T. and Raheem, D. 2018. Food (in)Security across the Circumpolar Arctic. Book Chapter 38 in *Handbook on Arctic Security*. Routledge.

Raheem, D. 2018. Food and nutrition as a measure of resilience in the Barents region. *Urban Science* 2, 72. <https://doi.org/10.3390/urbansci2030072>. Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L.M., Evengård B. 2015. Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In: Evengård B., Nymand Larsen J., Paasche Ø. (eds) *The New Arctic*. Springer, Cham.

***Lecturer:***

Dele Raheem, Researcher, PhD, Arctic Centre

**ASPB 1109 Arctic: Home for people and animals. 1 op**

***Aim***

The course aims to gain a deeper understanding of the complexity of human-animal relations in the Arctic. After the completion of this course the students will be able to:

- describe the key characteristics of human approaches towards animals in the Lapland communities
- identify differences between domesticated and semi-domesticated animals in Finnish Lapland
- compare animal life in human proximity and the wilderness

***Content***

Lectures focus on the case studies materials (video- and photo records) from Finnish Lapland and allow getting different perspectives on animal behaviour in wildness, within their own herd/group, and with the other species or/and humans. The lecturer, a social anthropologist, who lives and works in a small remote village, has been active in the reindeer herding since 1997. Case studies cover the following themes:

- Ecology of life, niche construction theory
- animal learning processes, seasonal behaviour
- predator-prey relationship
- human-animal cooperation, empathy, slaughtering

**Methods**

Lectures (6 h) are based on unique video material on animal behaviour and interactions. The presentation of the case studies will follow by the group discussion.

***Requirements***

active participation in the lectures. A short essay on one of the case studies

***Evaluation***

Grades 1-5/fail

***Literature (suggested)***

- Vuojala-Magga, T., Turunen. M. 2015. Sámi reindeer herders' perspective on herbivory of subarctic mountain birch forests by geometrid moths and reindeer: a case study from northernmost Finland

[https://www.researchgate.net/publication/273767182\\_Smi\\_reindeer\\_herders\\_perspective\\_on\\_herbivory\\_of\\_subarctic\\_mountain\\_birch\\_forests\\_by\\_geometrid\\_moths\\_and\\_reindeer\\_a\\_case\\_study\\_from\\_northernmost\\_Finland](https://www.researchgate.net/publication/273767182_Smi_reindeer_herders_perspective_on_herbivory_of_subarctic_mountain_birch_forests_by_geometrid_moths_and_reindeer_a_case_study_from_northernmost_Finland)

- Vuojala-Magga, T. 2010: Knowing, training, learning: the importance of reindeer character and temperament for individuals and communities of humans and animals. In: Stammer, F. and Takakura, H. (Eds). Good to Eat, Good to Live with: Nomads and animals in Northern Eurasia and Africa. Sendai: North Asian Studies.

### ***Lecturer***

Terhi Vuojala-Magga, PhD candidate